DOCUMENT RESUME

ED 047 134 VT 012 519

TITLE	Education and Training: Doorway to the Seventies. Eighth Annual Report.
INSTITUTION	Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
SPONS AGENCY	Congress of the U.S., Washington, D.C. House.
REPORT NO	OE-87020-70
PUB DATE	Apr 70
NOTE	83p.
AVAILABLE FRCM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.287;87020-70, $1.00)
EDRS PRICE	EDRS Price MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Adult Vocational Education, *Annual Reports, *Federal Programs, Participant Characteristics, Program Attitudes, Program Descriptions, Program Evaluation, Vocational Followup
IDENTIFIERS	*Manpower Development and Training Act Programs, MDTA Programs

ABSTRACT

This annual report of the Department of Health, Education, and Welfare to Congress describes training activities instituted under the Manpower Development and Training Act through 1969. With major emphasis on fiscal year 1969, the report includes descriptions of programs and participants with supportive data tables. Program success is measured in terms of participant attitudes and employment success. (BH)

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education and training

doorway to the seventies

1970 Report of The Secretary of Health, Education, and Welfare to the Congress on the Manpower Development and Training Act

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Prior to April first of each year, the Secretary of Health, Education, and Welfare shall make an annual report to Congress. Such report shall contain an evaluation of the programs under Section 231, the need for continuing such programs, and recommendations for improvement.

Section 233
Manpower Development and Training Act of
1962 as amended

ED 047134

education and training doorway to the seventies

8th Annual Report of the Department of Health, Education, and Welfare to the Congress on Training Activities Under the Manpower Development and Training Act

VT 012 519

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U. S. Department of Health, Education, and Welfare
OE 87020-70
Robert H. Finch, Secretary

This report was prepared in the
Bureau of Adult, Vocational, and Technical Education,
Office of Education, for the
Secretary of Health, Education, and Welfare

APRIL 1970

Superintendent of Documents Catalog No. HE 5.287:87020--70

U.S. Government Printing Office
Washington : 1970

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price $1

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

April 1, 1970

Dear Sirs:

Transmitted herewith is the report to the Congress on training activities authorized under Part B of Title II of the Manpower Development and Training Act of 1962, as amended.

This report reviews accomplishments and problems of the fiscal year ending June 30, 1969, and includes a summary of information relating to the program through December 31, 1969.

Sincerely,

Robert H. Finch
Secretary

The President of the Senate

The Speaker of the House

contents

Page

MDTA INSTITUTIONAL TRAINING—PROGRAM RESPONSIBILITY AND COST 1

SUMMARY 3

I INSTITUTIONAL TRAINING: COURSES AND TRAINEES 9
- The occupations offered 9
- Who are the trainees? 10
- Cooperative manpower planning 12
- MDTA advisory committees 12

II INSTITUTIONAL TRAINING IN CLASSROOM AND SHOP 15
- Single skill projects 15
- Multioccupations projects 15
- Skills centers 16
- Part-time and upgrading projects 16
- Private schools 17
- Individual referrals 17
- Variety of skills taught 17
- Basic education 17
- Guidance and counseling 18
- Prison programs 19

III SKILLS CENTERS 23
- Annualization 24
- Characteristics of skills centers 25
- Organization of training and services 25
- Adapting training schedules to trainee needs 26
- Occupational skill clusters 26
- Supportive services 27
- Linkages with other programs 27

IV STAFF DEVELOPMENT, CURRICULUM MATERIALS, AND TRAINING EQUIPMENT 31
- Need for staff training 32
- Improving staff through AMIDS 33
- Understanding the disadvantaged 34
- Evaluation of AMIDS 35
- Improving MDTA curriculums 35
- Special training guides 36
- Excess property utilization 37

Page

V NATIONAL PROGRAMS 39
Experimental and demonstration projects 39
National coupled training 41
Cooperative occupational training 42
National institutional projects 43

VI EVALUATION OF INSTITUTIONAL TRAINING 47
Current evaluative studies 48
Collaborative evaluation 49
State evaluation programs 50
Data from North Dakota 51
Newark skills center reviewed 52
Trainees look at MDTA 52

APPENDIX A—LIST OF MANPOWER TRAINING SKILLS CENTERS 55

APPENDIX B—STATISTICAL TABLES 59

MDTA institutional training program responsibility and cost

The Secretary of Health, Education, and Welfare and the Secretary of Labor jointly administer programs authorized by the Manpower Development and Training Act. These programs are aimed at reducing the level of unemployment, offsetting skill shortages, and enhancing the skills and productivity of the Nation's work force. The major tool used is education and training of those who are out of a job or are working at less than their full potential.

Under the act the Secretary of Labor must assess the need for training, select the trainees, provide allowances and other training benefits, and help trainees get jobs. He is also responsible for job-development programs and experimental and demonstration projects, and for working with employers to develop on-the-job training (OJT).

Contracting for institutional training is a responsibility of the Secretary of Health, Education, and Welfare. Institutional training, carried on in classrooms, shops, and laboratories, focuses primarily on skill training. It also includes the basic literacy, improved communication and computation skills, counseling, and preemployment orientation needed to make the enrollee employable.

Institutional training coupled with OJT projects is a further responsibility of the Secretary of Health, Education, and Welfare, as is institutional training offered to residents of redevelopment areas—communities which are severely depressed economically—and the instructional aspects of experimental and demonstration projects, as well as MDTA training in correctional institutions.

Each year the Secretary of Health, Education, and Welfare is required to report to the Congress on the MDTA institutional program. This is the eighth annual report.

The Secretary has delegated his responsibilities under the manpower legislation in part to the Assistant Secretary of HEW for Education, who currently also serves as Commissioner of Education. In the Office of Education, the institutional training program is administered by the Bureau of Adult, Vocational, and Technical Education.

About 80 percent of all institutional training funds is spent under agreements between the Commissioner of Education and State vocational education agencies. The other 20 percent is disbursed directly by Federal agencies for the national programs described in chapter V. The Federal obligation for institutional programs in fiscal year 1969 was $196,629,000, which was planned to cover the costs of 97,900 authorized training opportunities. Only about a third of this total was instruction cost; the rest represented allowances paid to individual trainees.

These Federal funds for training were augmented

by contributions from the States, in a ratio of 1 State dollar for each 9 Federal dollars. The act permits matching contributions to be in the form of special appropriations for manpower training, or in equipment, facilities, counseling services, or other forms of payment in kind.

During fiscal year 1969 also, Redevelopment Area Resident (RAR) projects for institutional training were funded under authority of section 241 of the Manpower Development and Training Act. Their approved instructional cost was $5,365,257, and the number of enrollees was estimated at 10,500. Included in this latter figure are 250 enrollees whose training was financed with $203,095 from 1968 funds. Six RAR proposals, with an instructional cost of $974,825, were funded as part of the Concentrated Employment program. RAR projects are a joint responsibility of the Department of Health, Education, and Welfare and the Department of Labor, in consultation with the Department of Commerce. While final decisions on RAR projects are made by these Federal agencies, the projects are developed and supervised by the State agencies responsible for other MDTA projects.

MDTA PROGRAM SUMMARY, FISCAL YEARS 1963-69

Fiscal Year	Federal Funds Obligated (000)	Training Opportunities Authorized	Estimated Trainees		Percent Employed
			New Enrollments	Completions	
Total:					
1963-69	$1,867,578	1,408,300	1,230,400	840,200	78
1969	333,037	190,800	220,000	160,000	78
Institutional:					
1963-69	1,352,174	847,000	848,400	566,700	75
1969	196,629	97,900	135,000	95,000	75
On-the-job:					
1963-69	316,192	509,400	382,000	273,500	86
1969	56,429	67,700	85,000	65,000	82
Part-time and other training					
1967-69	9,459	19,600	(2)	(2)	(2)
1969	5,767	11,700	(2)	(2)	(2)
Concentrated Employment Program:[1]					
1966-69	102,621	(3)	NA	NA	NA
1969	31,695	(3)	NA	NA	NA
Job Opportunities in the Business Sector:[1]					
1967-69	87,132	32,300	NA	NA	NA
1969	42,517	13,500	NA	NA	NA

[1] The part of the CEP and JOBS programs financed by MDTA funds.
[2] Reported with institutional trainees.
[3] Training opportunities (slots) are not meaningful for CEP because the CEP approach utilizes a variety of program components — orientation, basic education, work experience, and other types of job training. An individual may be enrolled in one or several components.

summary

The MDTA institutional training program, operated largely by the Nation's public and private schools, played an important role in manpower development and training in fiscal year 1969. The program furnished a wide variety of occupational skills to unemployed and underemployed enrollees, many of whom were seriously disadvantaged in their efforts to enter the mainstream of American life. MDTA projects also provided communications and computation skills, along with prevocational and attitudinal training which many of these trainees needed in order to become employable. Armed with these varied skills, MDTA trainees compiled a record of improved employment and earnings—enough to move them out of dependency and far more than repay the costs of training them. Important as these gains were, however, they did not fully measure the changes that education and training made in the lives of trainees and their families.

A number of specific program improvements in 1969 contributed to the effectiveness of the institutional program.

- Innovative teaching techniques and materials were developed by the schools to help those lacking adequate communications and computation skills to profit from their training programs.
- Greater thrust was given to providing bilingual basic education and skills training for those persons who must learn English as a second language.
- The number of skills centers was expanded from 55 to 69 during the year, thus serving an additional 14 communities or geographic areas.
- Individual scheduling of training was expanded in all projects. In the enrollee population, characterized by diversity of backgrounds, maturity, and aptitudes, some individuals needed more time and personal instruction than others to develop the required skills. Keeping the classes at 15-20 enrollees permitted a degree of individualized training in all classes. However, where courses could be scheduled in sequence, minimizing gaps between the end of one section and the beginning of the next, it was possible to permit individual enrollees to enter at any time, to complete each unit of the course without reference to the progress of the rest of the group, and finish the whole sequence either before or after the time period normally fixed for the course. This open-entry/exit method of organization minimized one of the recurrent problems in MDTA training, which was the need to recruit a whole class of trainees before any training could start.

380-920 O - 70 - 2

- Course offerings were expanded, providing new job opportunities for disadvantaged trainees. Examples are entry-level occupations in oceanographic science and exploration, environmental control, clerical work in stock exchanges and brokerage firms, and continuing improvements in employment opportunities in health fields. Some of these occupations have been opened to disadvantaged persons only through MDTA institutional training.
- Training programs were being conducted for inmates of correctional institutions in 24 States. Innovations in other programs, as in Georgia and Minnesota, included the use of Teacher Corps interns as part of the teaching staff.
- A number of approaches to upgrading were used. An experimental program involving eight railroad companies and 27 different unions was aimed at upgrading railroad employees. Through an accelerated program of basic literacy training, it was expected to move over a thousand low-paid, unskilled men into higher skill levels in their companies during a 12-month period.

  A very promising upgrading program for State and municipal workers was launched under a direct contract with the American Federation of State, County, and Municipal Workers. Career ladders were established in housekeeping and dietary departments and in paramedical nursing skills.
- Many improvements in administrative arrangements were made to increase trainee opportunities, lower unit costs, and improve pretraining results. The acceleration of State approval of MDTA institutional projects, as authorized under the 1968 amendments, substantially reduced delays in the start of training. This improved trainee acceptance of the projects, helped to lower staff turnover, and limited frustrations among both staff and trainees.
- Greater utilization of the Nation's private training resources was achieved through the development of training programs with the Opportunities Industrialization Centers, the Board of Fundamental Education, the Appalachian Regional Council, the United Business Schools Association, and the National Association of Trade and Technical Schools, to mention only a few.
- The number of Area Manpower Institutes for the Development of Staff (AMIDS) was increased from three to five. AMIDS services were thus extended to all the States and to a greater number of individuals and agencies concerned with manpower programs and problems. (See chapter IV.)
- Progress was made in involving the community in MDTA training and in widening the area in which the trainee himself is involved. Some projects, for example, were following trainee progress after completion as a check on the effectiveness of training. This required continuing contacts with employers as well as with the trainees themselves. These contacts with trainees were often best maintained through the trainees' friends and acquaintances. The bridges thus built between school, employer, and community had lasting benefits in improving trainee capabilities and placement, and attracted many recruits directly to the institutional program. Integration into the community also persuaded individuals in the community to volunteer their services to the program in a number of different capacities.
- A number of projects were using trainees as teacher aides or even assistant teachers. Where individual trainees progressed more rapidly than others in the class, it was frequently valuable both to them and the other trainees to use them to help the slower members or in other ways to assist the instructor in his work. The learning of the teacher aide was reinforced, and the other trainees in the course found a source of teaching and counseling support which often could be supplied in no other way.
- In many projects an initial week or two was devoted to job exploration and to showing trainees what employers, and hence the school, expect of them. Intake procedures were also developed to involve both the trainee and his family or close associates in the orientation process. The effect was to strengthen trainees' commitment to the program and enlist the cooperation of others whose understanding of the goals and problems involved was important to their success.
- During the past year additional cooperative programs were developed between MDTA and the Adult Basic Education program. ABE is providing basic education instruction for a number of MDTA skill training projects; in some other areas, ABE trainees are referred to MDT classes.

The need for manpower training, particularly institutional training, continues strong. Although the national unemployment figures have for some time hovered at fairly low levels, the rates for specific population groups and certain geographical areas have consistently remained far above the national average. Even in times of brisk demand for labor, many people

with low educational attainment, lack of marketable skills, poor health, and a variety of social and economic problems have excessive difficulty in finding jobs. They frequently need training in order to qualify for placement. If unemployment generally should increase substantially, people thus handicapped would be far worse off than they are today. Such circumstances might require expansion of the program to retrain workers in skills which would lead to available jobs.

Under such a rise in the unemployment rate, the institutional program would be able to respond quickly, as in the past, to local needs. The ability of institutional training to provide individualized services to enrollees is important in meeting localized surges in unemployment and in offering the underemployed the training and services they need to move out of poverty.

Over the past year the States have demonstrated increasing sophistication and capability in discharging their greater responsibility for planning and programming MDTA operations. The Administration's proposed manpower legislation, currently under consideration in the Congress, provides for turning over to the direct control of the States a still larger proportion of the MDTA institutional program.

In order to provide effective Federal leadership in this period of increased State authority, the Secretary of Health, Education, and Welfare and the Secretary of Labor have set up a Joint Committee on Manpower Programs. This committee will also provide strong support for the administrative decisions needed to implement the manpower program under the Administration's proposed legislation.

Within the MDTA institutional financial resources available to them, the States should allocate a greater proportion to institutional training and particularly to skills centers. It is important in the State programming of funds allotted for manpower training to make full use of the institutional projects already in operation, and to avoid setting up new facilities duplicating those already available.

The States should make strong efforts to enroll the more seriously disadvantaged individuals in the institutional training program. The ability of this program to recruit, train, and place people who are without jobs or who are working at low wages and at less than their capacity has been demonstrated (see chapter VI). Equally important, however, may be the ability of such projects to seek out and enroll persons—young or old, black or white, competent in language skills or at the edge of illiteracy—who for some reason are not looking for work. The reasons for their "dropping out" may be many and compelling—for example, past disappointments in finding a job, a conviction that the kinds of jobs they want are not open to them, and the threat of losing their welfare status before they are secure in a job. Whatever the reason, the MDTA program has helped many such dropouts to escape from dependency into a productive, self-reliant life.

Both part-time and full-time institutional programs for the upgrading of underemployed persons will be an important part of manpower training in the future. The past year has seen steady growth in programs offered for part of the training day or in the hours after 4 p.m. and before 8 a.m. In 1969 the number of trainees authorized for part-time programs, though still small, increased almost 50 percent over the 1968 figure. Interested employers cooperated in setting up a number of projects to supply occupational skill training, basic literacy training, or both to many employees with inadequate background, education, and occupational competence.

These programs are generally offered at a time when classroom and laboratory space might otherwise be idle; thus they contribute to fuller and more economical use of facilities and staff. For the economy as a whole, upgrading programs offer the further advantage of moving individuals into better jobs while opening up lower-level jobs to persons previously unemployed or working in a less satisfactory situation.

The growing shortage of highly skilled professional and technical persons adds new impetus to the search for ancillary jobs which can be filled by persons with lower educational qualifications. At the same time, a major problem in employing disadvantaged persons has been the lack of positions which offered good pay and community standing, and for which they were therefore willing to train. This combination offers the potential for much needed new opportunities for minority groups and other persons largely limited in the past to service occupations.

More programs should be developed offering new skills, akin to the courses recently made available for technicians in environmental pollution control, the oceanographic sciences, etc. These programs offer unemployed and underemployed disadvantaged persons training opportunities for careers in new occupations. Programs should also aim at meeting skills shortages.

The construction of career ladders in the new subprofessional occupations is a very important aspect of State operations in connection with upgrading and employing the disadvantaged. These new career ladders are needed to ensure a flow of people into the occupations and to maximize upward mobility. A system of skill ladders would help maintain a number of openings at the entry level and at the same time

provide promotion potential into more demanding and remunerative work.

The prison training projects authorized under section 251 of the Manpower Development and Training Act are regarded by prison officials as a highly useful means of preventing recidivism among inmates. Although the legislative authorization for these projects will expire in 1970, they can be written as part of the regular State program. The use of State and local prison funds to help finance these training projects should be investigated, since such projects offer benefits for prison operations as well as for the later lives of the prisoners who participate in them.

Provision of services to trainees who require medical, legal, or other assistance if they are to complete their skill training and get jobs has become an important part of the institutional program. The increasing responsibility of the States for manpower training entails recognition that these services will continue to be needed to retain and extend the viability of the program.

Institutional training has grown in many directions, developing new aspects and goals far different from those apparent in 1962 or even 1965. The program has an impact on developments in many fields—vocational education, community services, teacher training, introduction of new skills, planning for upward mobility of disadvantaged persons, and many more. The outlook for the seventies is for increased pressure to expand these resources and capabilities, and for closer cooperation between the manpower program and the other programs, Federal and non-Federal, aimed at solving the problems of the cities and the Nation.

I. institutional training: courses and trainees

The country's manpower training program has grown from a modest 210,000 new enrollees in 1963 to over 1½ million in 1969.[1] Of the authorizations in fiscal year 1969, 177,300 were in MDTA training. In 1970 and 1971 the total enrollment for all programs is expected to be still larger.

The primary goal of the institutional training program is to equip undereducated unemployed people with the skills they need to enter industry, business, or public employment. In 1969 institutional programs enrolled 135,000 compared to 140,000 in the previous year. The institutional total for the fiscal year includes 10,500 trainees in redevelopment area resident projects and 2,300 in correctional institutions, but not trainees in coupled on-the-job programs or in experimental and demonstration projects. The number of trainees enrolled in OJT programs ("regular" and coupled) decreased from 101,000 in fiscal year 1968 to 85,000 in fiscal year 1969.

Although the number of new institutional enrollees was less than in the previous year, the number of trainees completing institutional training rose by 4,000 in 1969. From 1968 to 1969 the number of institutional program participants employed after training increased from 64,500 to 71,000.

Increasingly, also, during the past year MDTA institutional training has focused on preparing underemployed people to move into more demanding and better paid jobs. This upgrading training may be supplied in part-time classes to individuals who remain on the payroll of the company while they learn the language and occupational skills they need to move to better jobs within the organization. Where the challenge of upgrading is too great to be met through part-time training, full-time courses are organized to build on the competence the individual has already acquired and prepare him for a different job.

The Occupations Offered

The courses offered in institutional training cover a wide range of occupational fields. The largest number of trainees goes into clerical and sales work, where the largest single area is stenography and typing. A slightly smaller proportion goes into the

[1] Source: Special Analysis of Federal Manpower Programs, Bureau of the Budget. Discussion of training in the present report is limited to MDTA institutional training, including the classroom component in coupled on-the-job programs and the still small "part-time and other" programs. Other programs funded in whole or in part under MDTA, such as the Job Opportunities in the Business Sector (JOBS) program, the Concentrated Employment Program (CEP), and regular OJT, are not discussed here. The same is true for other programs which may include institutional training, such as the Job Corps, the vocational rehabilitation program, and the Work Incentive (WIN) program.

machine trades, about equally divided between production operators and repairmen. The proportion in structural work has increased somewhat over the years, where the largest single trade taught is welding. About three out of five trainees go into the major fields of clerical and sales work, machine trades, and structural work.

Training in service occupations has accounted for a substantial proportion of the trainees, although the proportion appears to be declining. The largest proportion of these enrollees trains for hospital occupations. The decline in the proportion of trainees going into service occupations is about matched by the rise in the proportion going into the clerical and sales field. The more skilled occupations in medical and health fields account for about half of all professional and technical trainees.

One of the important features of institutional training is the flexibility to offer a course in a particular occupation for which an immediate demand exists in one area, and to move the program to another location when the demand is satisfied. In addition, courses in new occupational areas are developed each year. For example, in 1969 trainees were enrolled in a new course, aimed particularly at disadvantaged persons, which offered training in skills required in stock brokerage and financial houses. For the first time substantial numbers of persons from minority groups were trained for jobs as brokerage clerks. The acute need for additional workers led the brokerage companies to cooperate with the Newark skills center in setting up the required training, and they have employed the trainees who satisfactorily completed the course.

Similarly, the trainees who completed training as oceanographic aides were highly successful in getting jobs in their new field. The course, which was developed the year before, graduated its first class in 1969. Of the 31 graduates, 24 are now working as oceanographic aides. Their wages average $108 a week, or $2.70 per hour. Many of the enrollees were unemployed before they entered training; those who were employed reported average weekly earnings before training of $71.

Within the occupational fields in which training is available, trainees are increasingly offered a number of alternative levels of skill and competence. The development and extension of the concept of occupational clusters has been an important gain of the past year. Described in detail in chapter III, the purpose of occupational clusters is to provide a number of broad skill areas within which trainees of widely varying potential can find the specific occupation and skill level which best suits them. The cluster arrangement offers the trainee the grounding common to the whole cluster, with specialization as indicated by his interests and aptitudes. A trainee assigned to a clerical cluster, for example, may move into stenography, key-punch operation, or typing according to his interests and aptitudes, without loss of time. Trainees also gain from the introduction at the relevant point of related materials from other parts of the cluster.

Who Are the Trainees?

In 1969 the institutional program enrolled a higher proportion of disadvantaged[2] persons than ever before. The number of disadvantaged persons in 1969 was 90,450 (67 percent of all institutional trainees), as compared to 91,000 trainees, or 65 percent of the total, in 1968.

The proportion of unemployed in the institutional program in 1969 was very high; 80 percent of the enrollees were unemployed at the time they entered training.

For a number of years, unemployment has been particularly high among young people, particularly young Negro men. This has led to the organization of a number of MDTA special youth projects. Young people are by no means limited to special youth projects, however, and in fact the proportion of young people among all enrollees is very high, and their participation in the program as a whole is strong. In 1969, 51,300 young people under 22 were enrolled in the institutional manpower training programs, which was 37 percent of total enrollment. This compares with 53,400 trainees and 39 percent of total enrollment in 1968. Of the 1969 total youth, 59 percent were male and 41 percent female, as against 58 percent and 42 percent, respectively, in 1968.

The proportion of women in institutional training has remained practically unchanged, although it declined slightly from 45 percent in 1968 to 44 percent in 1969.

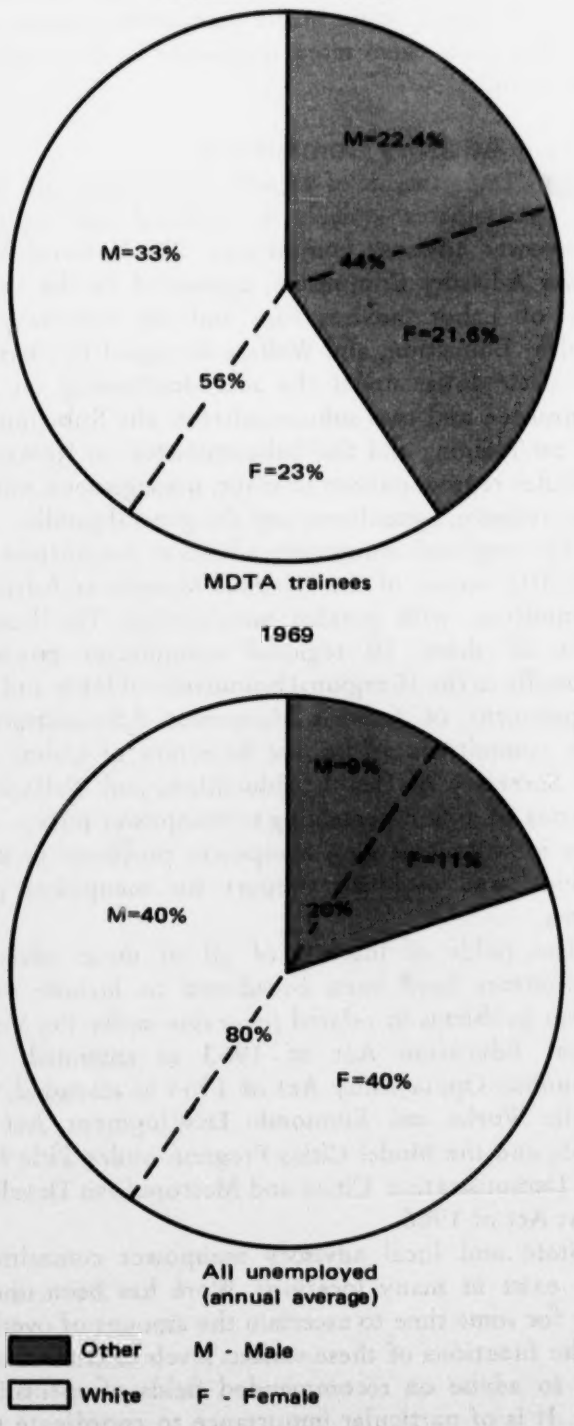
The proportion of nonwhite trainees, 41 percent in 1967, reached 49 percent in 1968 and dropped to 44 percent in 1969.

Handicapped persons have increased their share of total enrollment, moving from 9 percent of the total in 1968 to 11 percent in 1969. Their proportion in the regular OJT program has been somewhat smaller—6 percent of the total enrollment in both 1968 and 1969.

Of special interest is the enrollment of veterans. From 1967 through 1969, 29 percent of the male

[2]By definition of the Manpower Administration in 1969, a disadvantaged trainee was a poor person who did not have suitable employment *and* who was either (1) a school dropout, (2) a member of a minority, (3) under 22, (4) over 44, or (5) handicapped.

LARGER PROPORTION OF OTHER THAN WHITE TRAINEES IN MDTA THAN IN THE TOTAL UNEMPLOYED LABOR FORCE

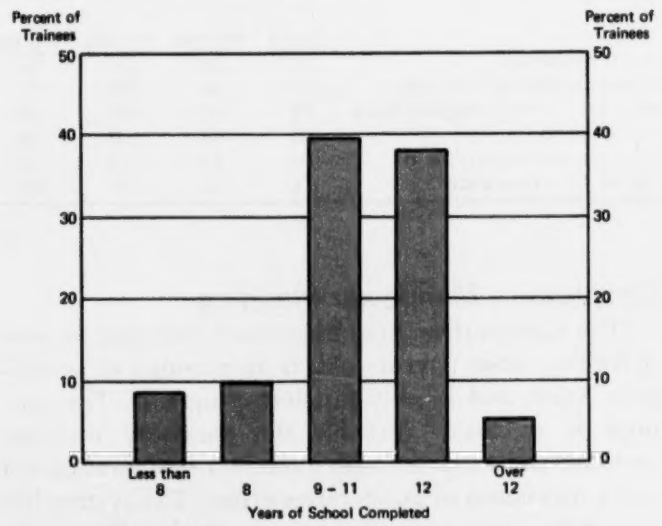


trainees were veterans. In 1969, 10 percent of the veterans were aged 21 or less. The importance of the institutional program in speeding the transition of veterans to civilian life is clearly indicated by these proportions.

In 1968, 13 percent (18,200) of institutional trainees were in skills centers. This relatively new type of institution is discussed at length in chapter III. In fiscal year 1969, the proportion of trainees in skills centers grew to 17 percent, accounting for a total of 22,950 trainees. In spite of the increased enrollment in skills centers, the centers were still operating far below their capacity.

Evidence has accumulated that disadvantaged workers who have had a period of job orientation, basic education as needed, and classroom instruction in line with their abilities and goals have performed well on the job, and are increasingly acceptable to employers. The skills centers, which offer this combination of training opportunities, have consistently taken the highest proportion of disadvantaged per-

YEARS OF SCHOOL COMPLETED TRAINEES ENROLLED IN FY-69



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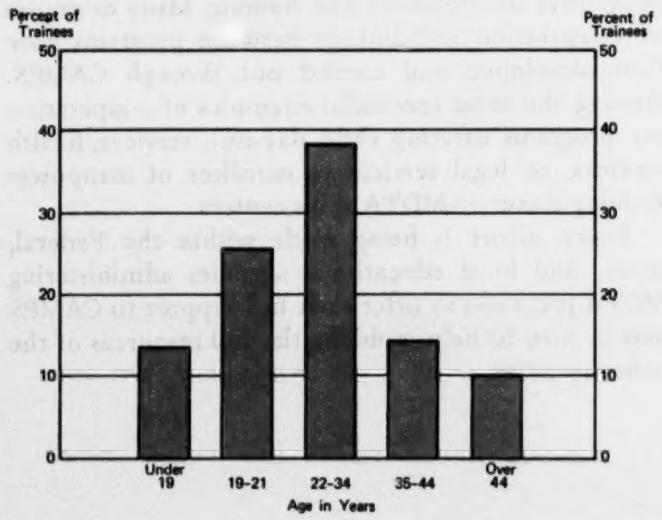

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sons into their programs. In 1969, for example, 64 percent of their enrollees had less than a high school education. Only 56 percent of trainees in other institutional programs and 52 percent in regular MDTA OJT programs were in this category.

Well over half the trainees in skills centers (55 percent) were nonwhites, compared with 42 percent of the trainees enrolled in other institutional programs. Skills center enrollments also accounted for a larger share of the young trainees. In 1969, 43 percent of skills center enrollees, as compared with 36 percent of other institutional trainees and 36 percent of the OJT trainees, were under age 22.

GREATER PROPORTION OF SKILLS CENTER TRAINEES ARE DISADVANTAGED

	Percent of trainees in skills centers		Percent of trainees in other training	
	FY-69	FY-68	FY-69	FY-68
School dropouts	64	66	56	59
21 years of age or younger	43	46	36	37
Negro and other minority race	55	55	42	48
Unemployed	85	88	79	79
Public assistance recipient	15	13	13	13
Eligible for allowance	87	93	79	81

Cooperative Manpower Planning

The Cooperative Area Manpower Planning System (CAMPS), now 3 years old, is an attempt to coordinate State and local manpower programs. The purpose is to make available the necessary training, services, and facilities with a minimum of duplication and a maximum of cooperative effort. The system has during the past year grown increasingly effective in articulating the needs of people with manpower program resources and facilities.

CAMPS is composed of agencies concerned with manpower development and training. Many examples of cooperation and linkage between programs have been developed and carried out through CAMPS. Among the most successful examples of cooperation are programs offering child day-care services, health services, or legal services to enrollees of manpower training classes in MDTA skills centers.

Every effort is being made within the Federal, State, and local educational agencies administering MDTA programs to offer their full support to CAMPS and in turn to help mobilize the full resources of the other agencies.

The Division of Manpower Development and Training has authorized the State education agencies to employ a person to coordinate their programs and efforts with State and area CAMPS committees. This has increased the effectiveness of the education agencies' participation in the manpower program and has also made them more responsive to the needs of poor people.

MDTA Advisory Committees

The Department of Health, Education, and Welfare participates actively in national and regional manpower advisory committees. The National Manpower Advisory Committee, appointed by the Secretary of Labor, advises him and the Secretary of Health, Education, and Welfare in regard to carrying out their duties under the act. Membership on this committee and two subcommittees (the Subcommittee on Training and the Subcommittee on Research) includes representatives of labor, management, education, training, agriculture, and the general public.

The regional manpower advisory committees are associate bodies of the National Manpower Advisory Committee, with parallel membership. The boundaries of these 10 regional committees conform generally to the 10 regional boundaries of HEW and the Department of Labor's Manpower Administration. The committees advise the Secretary of Labor and the Secretary of Health, Education, and Welfare on courses of action pertaining to manpower policy, and they identify emerging manpower problems in their regions, and mobilize support for manpower programs.

The fields of interest of all of these advisory committees have been broadened to include manpower problems in related programs under the Vocational Education Act of 1963 as amended, the Economic Opportunity Act of 1964 as amended, the Public Works and Economic Development Act of 1965, and the Model Cities Program under Title I of the Demonstration Cities and Metropolitan Development Act of 1966.

State and local advisory manpower committees also exist in many locations. Work has been under way for some time to ascertain the amount of overlap in the functions of these various levels of committees and to advise on recommended fields of specialization. It is of particular importance to coordinate the work of these committees with that of the vocational education advisory councils established under the Vocational Education Act Amendments of 1968.

II. institutional training in classroom and shop

Some skills may be acquired on the job through observation, learning by doing, and some instruction from a supervisor or coworker. Other skills, along with an understanding of why certain operations must be performed, require longer and more thorough instruction. Institutional training programs offer classroom, laboratory, shop, and work-place simulation experiences by which trainees are prepared for employment or for full productivity and upgrading on the job.

Institutional training may precede placement on a job or it may be given to trainees who are already at work. The institutions offering this skill training, related instruction, and basic education may be skills centers, comprehensive high schools, private trade schools, area vocational schools, junior or community colleges, colleges or universities, labor or industrial organizations, or business establishments. Most institutional training programs operate under current business and industrial patterns of hours, rest periods, discipline, grooming, etc.

MDTA training is provided in separate projects, each offering training in a specific skill, or in multioccupations projects, grouped to share administrative, supervisory, and service staffs. It is also provided in conjunction with on-the-job (OJT) training, where classroom work is "coupled" to supplement and extend what the trainees learn at the work place. Institutional training components are also included as part of the Concentrated Employment Program (CEP), the Job Opportunities in the Business Sector (JOBS), and the Work Incentive Program (WIN).

Single Skill Projects

Once the major type of MDTA skill training, the separately financed project imparting a single skill became less common in 1969. It still constitutes an important form of organization in many communities where the number of unemployed or underemployed persons is too small to justify a larger training program, but where specific needs for more limited training are pressing. These projects may also be developed to meet a limited demand for persons trained in a specific skill, or as a means of assessing the practicality of a particular type of program or approach. A number of single projects have been organized, for example, to teach licensed practical nursing, welding, typing, or other skills. Where the demand is relatively small but continuous, the single-occupation project may be rescheduled many times. Usually training is conducted for 40 hours per week.

Multioccupations Projects

In major population centers, or in rural areas

where a number of centrally located projects can serve a scattered population, groups of projects have developed around a vocational school or a new training institution set up by the State authorities responsible for MDTA training. This combination may be developed as a multioccupations project, which permits the economical organization of administrative services and makes it possible to improve staff guidance and direction, utilize the experience and resources of similar projects in other areas, improve teacher training and staff development, and establish the network of services needed by enrollees.

The typical multioccupations training project offers full-time (40 hours per week) preparation for five or six different occupations, sometimes more. Prevocational training, which permits a trainee to "sample" several occupational fields, may be provided to widen the range of occupational choice. The multioccupations project also offers counseling and basic education for trainees who need these special services.

The first job-training program for people in the Trust Territory of the Pacific Islands was set up in 1969. It uses both institutional and on-the-job training in multioccupations projects. Three projects, on Ponape in the Caroline Islands and Saipan in the Marianas, will train 185 people. On Ponape, 120 people will receive classroom training for 10 weeks, while 25 people will receive on-the-job training for the same length of time. The Saipan project will train 40 people for 26 weeks in construction and maritime occupations. The construction workers will receive training wages of 50 cents to $1.20 an hour, although the prevailing wage in the area is about 40 cents an hour. The purpose is to bring their wages more into line with wages in the other territories.

Skills Centers

Increasingly, the relatively new type of institution called the skills center provides classroom training for the manpower program. Manpower training skills centers are a major resource for institutional manpower training, particularly among the disadvantaged.

All institutional manpower training, whether organized in single or multioccupations projects or in skills centers, is aimed at providing an effective means of teaching unemployed and underemployed persons the basic skill they need to become adequately employed. In the skills centers, however, the various projects reinforce each other. Together, they can develop services and staff support to a degree that none of them could support alone. A skills center can develop skills training in clusters of skills (see chapter III) within which an individual can fit into elementary or advanced work at his own level of capacity and aptitude. He can also, where necessary, step aside from his skills training temporarily to repair any deficiencies in reading, writing, and mathematics which have become apparent, and then return to the skills training ready to proceed on a stronger base.

MDTA trainees, usually unfamiliar with the kinds of jobs that are available and the nature of the work they will be performing, often find that a related activity has more appeal for them than the occupation to which they were originally assigned. In the skills center, the individual can acquire more information about the opportunities open to him and can find out for himself where his interests and talents lie. A basic resource underlying this flexibility and breadth of choice is the development of clusters of related skills in the skills center and the juxtaposition of skills so that the trainee can sample a number of different kinds of work.

Manpower training projects also have other resources which assist the trainee in making the most effective use of his training. Guidance and counseling are an important part of all skills training, offered by the instructor as a basic element of informing the trainee about the job for which he is being trained. Where the group of trainees is larger, trained counselors can also be included in the staff. These counselors work directly with the instructor and the trainee to detect problem situations and find solutions in order to support the trainee's performance and help him to complete the preparation he needs to get and hold a job.

Part-time and Upgrading Projects

Institutional manpower training projects are also organized for part-time training of employed persons who need upgrading to meet specific skill shortages or to improve their job opportunities in general. Training for more than 11,700 trainees was authorized in part-time training courses in 1969, compared with training authorized for 7,500 trainees in 1968. The State of Illinois this year, as last, made greatest use of this type of training, again planning training for over 2,000 persons.

These courses usually provide from 6 to 18 hours of training per week to people identified by their employers as being likely to benefit from this instruction. In some instances, the training also includes basic education to improve the literacy skills of those working at low levels and thus help them to find their way into higher level jobs. The fact that a number of employers have renewed their affiliations with such projects a number of times is evidence that their impact is positive and practical. However, the part-time training program is still so small that its

efficacy as a major mode of manpower training is not known. With the enactment of Family Assistance, covering those working full time, the role of part-time training may become much larger. Further research and evaluation in this area are essential.

A number of such courses in the New York metropolitan area, for example, have qualified as licensed practical nurses hundreds of women who formerly worked at low wages as nurse aides, kitchen help, or other types of unskilled labor.

Private Schools

Under the act, private schools should be used for manpower training where they can provide equipment or services not available in public institutions or where, at comparable cost, they can offer equivalent training, avoid the necessity of setting up a special class, or more quickly reduce unemployment or manpower shortages. Private schools may accept individual referrals or establish classes in a given skill.

Individual Referrals

Setting up a whole class for one occupation is sometimes not practical. The number of potential enrollees may be too small, or individuals may have special needs not common to a group of trainees, or the demand for persons trained in a particular skill may be quite limited either because of the nature of the skill or because of a sparse population. In these circumstances, trainees may be referred individually or in small groups to education and training programs conducted in other public or private facilities. Many States rely heavily on private schools to train individuals enrolled separately or in small groups. These programs must, of course, meet the standards prescribed in HEW regulations.

In 1969, some 7,000 trainees were individually referred, as against 6,000 in 1968. The types of training to which they went and the locations from which they came covered a wide range. The States which made most use of individual referrals were Texas with 10 percent of the total, Washington with 7 percent, Indiana with 5½ percent, and Maryland with 4 percent.

Variety of Skills Taught

The range of occupations for which institutional training is provided is very wide. It includes such divergent skills as aircraft assemblers and animal-keepers, bricklayers and mine machinery mechanics, cosmetologists and licensed practical nurses, among hundreds of other specific skills. These may be classified in nine major groups, corresponding to major headings in the *Dictionary of Occupational Titles*. (See appendix tables C–1 and C–2.)

The proportion of all trainees who prepared for managerial, professional, and technical jobs was 12 percent in 1967, 15 percent in 1968, and 14 percent in 1969. The share of trainees preparing for jobs in clerical and sales occupations grew from 20 percent of the total in 1967 and 1968 to 25 percent in 1969. On the other hand, the proportion of trainees in the service occupations declined from 17 percent in 1967 and 15 percent in 1968 to 12 percent in 1969. These changes reflect a shift in MDTA offerings to higher paying occupations, the upgrading of individual trainees, and an effort to provide training in the type of jobs that offer enrollees a sense of status in the community.

Basic Education

The primary goal of MDTA training, now as in the past, is to help individuals to get the training they need to qualify for satisfactory jobs. Once enrolled in occupational training, however, many trainees are unable to progress in their chosen skill training without remedial and refresher courses in basic education. Others need basic education before starting skill training. An essential part of many institutional training programs, therefore, is instruction in the communications skills and mathematics. These are now included in all types of projects, whether developed by public schools, business and industrial firms, unions, associations, private schools, or other agencies. Basic education courses include intensive elementary education in arithmetic, reading, writing, and related language skills; they sometimes extend to helping the trainee acquire the equivalent of a high school diploma.

About 16 million persons in the Nation between the ages of 18 and 64 do not read, write, or compute well enough to compete successfully for most of today's jobs. No count is available of the proportion of these functionally illiterate persons who have jobs, but it is clear that most of those employed are poorly paid, often in seasonal or temporary work. When they lose a job, they find it increasingly difficult to get another, and moving up the job ladder is rare. One company, for example, which still hires large numbers of laborers, reports that almost a thousand of its workers have never moved out of the lowest job category in the company, because most of them are unable to read and write well enough to apply for transfer and perform the work required at the next higher level. Remedial education alone may not overcome all the reasons for their failure to move ahead. Experience in the institutional training program, however, suggests that as working people acquire communications skills, they also acquire the

information and drive they need to advance on the job.

In MDTA training, to speed up the trainees' ability to profit from skill training, basic education is offered either before or with these other types of training:

Language and communications skills needed to perform effectively on the job and to get along satisfactorily with coworkers and others.

Occupational computation skills required in jobs that involve measurement, weighing, counting, numerical records, etc.

Employability skills and adjustment to assist those who have never worked or whose work experience has been limited to domestic, agricultural, or casual labor.

Graduation from a New York City MDTA program in September 1968 was an unusual event, illustrating the problem of language skills among non-English-speaking trainees. Diplomas were awarded to 131 Chinese immigrants who had entered training with a minimal command of spoken English, and announcement was made that they were placed in jobs for which they had been trained. This ceremony marked the first stage in an on-the-job training project which by the end of July 1969 had trained over 150 Chinese with great success.

As of January of that year nearly 17,000 Chinese nationals were living in the New York metropolitan areas as permanent residents. Although some came with education and training, they were limited, primarily by oral language disability, inadequate vocational skill, and cultural tradition, to the economic confines of the overcrowed Chinese community. They needed help in learning to adapt their skills to a new working situation. Many could read and write English, but not speak it, and in addition were unfamiliar with naturalization procedures and the requirements of American citizenship.

Occupations represented in the program were key-punch operation, typing, auto service, radio and television repair, and business machine operation. The occupations were chosen to help fill demonstrated occupational needs in the metropolitan area, to help offset rising delinquency in the community, and to help promote acculturation with other individuals and groups in the society at large. This project has improved job levels and earnings and has shortened unemployment periods for these trainees. It has also demonstrated the value of providing proper occupational and language skills, plus counseling and help from the local community.

Guidance and Counseling

The counselor stimulates the development of personal skills which trainees need to succeed in training and in their jobs. Manpower trainees come to the MDTA program with a variety of handicaps which prevent them from obtaining a job or which limit them to sporadic or low-wage employment. These handicaps must be identified and corrected early so that the trainees can profit from remedial and skill training.

To accomplish this, the counselor must have comprehensive knowledge of community agencies and available services. Frequently, he must arrange for manpower trainees to be given priority for health and other services if their failure to receive the service would result in poor performance or inability to carry on the training. Among the many special trainee problems which counselors must identify early and strive to overcome are difficulties of:

The educationally deficient: those who are school dropouts and those who have been forced out, the non-English speaking, those who have never attended school, and those who attended but whose reading and computational skills are below the eighth-grade level.

The physically, mentally, or emotionally handicapped: persons needing medical attention, dental care, glasses, hearing aids, etc.; or those who are suffering from malnutrition and other physical ailments. Also included are the antisocial, the extremely shy, the highly emotional, those with low self-esteem, the chronic failures, those having very low intelligence, and the mentally retarded.

The long-term unemployed: persons including those who have not developed good work attitudes, feel hopeless, live from day to day, are dependent on charity as a way of life.

Older workers: persons who need new skills or upgrading to become employable and may have poor health and be limited in choice of jobs.

Members of minority groups: persons, often from a high unemployment area with substandard housing, who typically have had a poor education and suffer from a feeling of rejection by society.

Disadvantaged young people: young people who come from an inadequate home environment; have low aspirations and poor attitude toward work and toward society; and lack motivation or goals.

The prison releasees: these persons need help in readjusting to society. Their job opportunities are severely limited, and they may need bonding to secure a job.

Often, of course, a single trainee may be burdened by two or more of these handicaps. As a result, he may need individual attention from the instructor, as well as a good deal of personal assistance from the counselor and the staff making referrals to community services.

Through group and individual counseling, the counselor helps the trainee examine his own problems, often for the first time. While the immediate goal for each trainee is to acquire a skill which will offer employment, counseling provides the assistance to help him complete his training and adapt to employment.

Counselors work very closely with instructors and other staff members in a cooperative effort toward the common goal of employment of the trainee. In the best counseling efforts, all staff members are practicing good counseling techniques. Instructors are involved in counseling regardless of their specialty, occupational training, or basic education. They plan their classes to give trainees the opportunity to work together as a team and try to ensure that trainees experience some success each day in the classroom. All staff members try to show each trainee that someone is concerned and interested in his success. An important part of the obligation of MDTA staff persons is the transmission of all relevant information on the trainee to the Employment Service (ES) counselor for his use in counseling, placing, and following the trainee's progress after he leaves the program. Equally, the Employment Service counselor is responsible for transmitting to the MDTA staff the data collected in the course of their work with enrollees.

Prison Programs

Few inmates released from prison are equipped with the necessary skills or have had job counseling to enable them to compete in the job market. These deficiencies, coupled with the severe handicap of a prison record, increase the probability that a former inmate will commit another crime and return to prison. To test the hypothesis that crime is related to unsuccessful work experience and that improving employability through vocational training and related services can inhibit recidivism, Congress in 1966 authorized experimental and demonstration projects in prisons, using funds authorized by section 251 of the Manpower Development and Training Act.

The program was expanded significantly in 1969. As of December, 44 projects had been funded in Federal, State, and county institutions in 26 States. They were providing training opportunities for 4,000 men and women at a cost of $4.8 million. The average educational level of the inmates participating is eighth grade or below in 31 out of the 36 projects. Most training occurs within the institution, although a few programs individually refer prisoners to schools, manpower training skills centers, or other training institutions where State law permits. In release programs of this type, the individual leaves early in the morning and returns to spend the night at the prison.

The Apalachee Correctional Institution for youthful offenders, on the shores of Lake Seminole in northwest Florida, has been operating a training program for about 750 inmates between ages 16 and 22. Of these, approximately 115 were selected to participate in the MDTA program. They received skill training, basic literacy training, job and personal counseling, and placement. An additional counselor was hired for this project, and an employment service counselor was assigned to work with them. Skill training was offered in auto mechanics, culinary arts, small appliance repair, motor rewinding, farm machinery repair, and welding. Both classroom work and on-the-job training were provided. In addition, a library program within the vocational curriculum is being assessed as part of this project. The library contains many resources based on the occupational training offered. The contribution of this resource to the enrollee's ability to use his training should be considerable.

Selection for participation was based on several criteria, including a history of previous unemployment and a scheduled release date from prison near the completion of training. The $20 weekly incentive payment (in lieu of allowances) which the trainees received enabled them to accumulate over $600 by their release date instead of the traditional $25 and a suit of clothes. Trainee comments have indicated that this combination of skill training and nestegg may be of great help to these young men in getting jobs and leading productive lives.

The Buford Rock Quarry, a maximum security prison for incorrigibles, was converted to the Georgia Training and Development Center, an institution for youthful first offenders. At the same time, a Manpower Development and Training Center was organized in the prison. Nearly 200 people are now being trained in auto mechanics, drafting, small gasoline engine repair, welding, building maintenance, cosmetology, and bricklaying. In addition, the inmates may take remedial education, including preparation for a high school equivalency diploma. Some of the remedial education classes are taught by Teacher Corps enrollees, who are in a 2-year program aiming at master's degrees in adult education and teacher certification at the University of Georgia. Two other teachers, who supervise the interns, and two counselors are also on the staff of the prison project.

Another prison which is using Teacher Corps interns in its educational and training programs is the Minnesota State Prison in Stillwater. The prison provides training in the following occupations: truck-

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body builder, welding, production machine operator, mechanical drafting, duplicating machine operator, and electronics mechanic. In addition an individual referral project is being conducted. The courses are open ended so the trainees enter and leave throughout the year. The men receive an average of 6 months of training. The drafting course, however, generally requires a full year for proficiency.

A total of 170 inmates will receive training over a 1-year period. Trainees receive skill training for 6 hours a day and spend the other 2 hours in basic education, prevocational services, and employment orientation. The Teacher Corpsmen in this program are working toward careers in correctional institutions. Most are being trained as instructors, some as counselors or social workers. They are working toward a Bachelor of Science or Master of Arts degree in the College of Education of the University of Minnesota and will also receive teacher certification.

Seventy-five men are to be trained in five occupational areas in the Utah State Prison at Provo, Utah. Each trainee will also receive remedial and trade-related education and employment orientation concurrently with the vocational courses, which last from 38 to 52 weeks. The occupations for which they will be trained are: auto service mechanic, auto body repair, diesel mechanic, machine set-up operator, and electrical appliance repairman.

This program is specifically directed to the short-term prisoner. The median age of the participants is 27 years and the median academic achievement level is 6.8 years. Prison terms average 18 months. Final selection for participation in the program is made by the treatment team, which includes prison officials, the Inter-Agency Council on Public Offenders, and representatives from the employment service. They administer the General Aptitude Test Battery and have a personal interview with each potential trainee after reviewing the presentence investigation of the Adult Probation and Parole Department and the evaluation of the prison psychologist.

Participants in this program are housed in the Therapeutic Community, a minimum security area. Successful completion of the course leads to favorable consideration for parole. The program is divided into three phases. Phase I is vocational, remedial, and related education. Phase II is prerelease training. For 2 weeks at the conclusion of occupation training, the inmates have employment interviews and take field trips to shops. This smooths the transition from prison to the outside world. In phase III, after release, former participants are provided with counseling, further academic and vocational training as necessary, and job development and placement. Counseling is provided by the Employability Development Center and the Division of Vocational Rehabilitation, which also provides academic and vocational training.

III. skills centers

When manpower training was redirected, in 1965, to serve a larger proportion of disadvantaged persons, experience with the new target population showed that more staff attention was required, the supervisory staff would have to carry heavier loads, and a much greater depth and variety of services to enrollees were needed if they were to succeed in the training program. These initial conclusions from experience were reinforced by the findings of a number of experimental and demonstration projects and by observations in many manpower operations.

As a focal point of hope and aspiration for a large segment of the disadvantaged minority who seek a marketable skill or occupation, a unique educational institution has evolved—the manpower training skills center. For urban ghetto dwellers or rural poor, it is often the one place where disadvantaged persons can "learn to negotiate the system." It provides training in a variety of skills leading to jobs, with a chance to move upward according to the individual's own capabilities. When skills training alone does not yield enough improvement, the center surrounds the teaching with a supporting system of instruction in basic education; counseling, health, legal, and other services; placement; postplacement counseling; and other types of assistance which help the trainee to achieve independence and self-support.

Not every skills center has developed along identical lines, of course. However, the factors that underlie success, that make the difference between a trainee's success and failure, have now been identified. Details may differ and successful centers may vary in certain respects, but they may be defined in this way:

> A manpower training skills center is a centralized self-contained facility, operating on a full-time and prime-time basis, generally under public school administration, especially designed to provide a continuous opportunity for counseling and related services, work orientation, basic and remedial education, and institutional skill training in a variety of occupations for trainees recruited from a broad area. The center provides maximum use of physical and instructional resources and a high degree of flexibility, serving all types of trainees and all types of MDTA projects, including multi-occupations and single projects, individual referrals, and classroom components of coupled OJT projects.

In short, skills centers endeavor to provide the several components of a broad rehabilitation and training program at the time they are needed and in the optimum relationship to each other.

In 1968, when this definition for MDTA skills centers was established, specific criteria were also

written to particularize the definition. Some 55 manpower training centers which met the criteria were then identified as skills centers. These criteria reflect the scope, staffing, equipment, and organization required if a skills center is to meet the demands placed on it and to function efficiently. The criteria jointly agreed upon by the Department of Health, Education, and Welfare and the Department of Labor are:

- The operations of a skills center should be fully covered by the State CAMPS plan, which should allow for enough trainees to maintain an efficient operation.
- The center must have enough enrollees to justify staffing to provide the necessary services.
- The center must be a self-contained facility with its own identity.
- It must be able to provide a comprehensive program, including educational counseling, basic education, prevocational training, communication skills, work orientation, skill training, supportive services, and employment services, including counseling and placement.
- To permit an adequate range of occupational choices, each center must provide training in a variety of occupations.
- Manpower training skills centers should be planned to meet training needs and situations which are expected to continue over a somewhat extended period.
- Training in such a center must be offered during prime time; i.e., between about 7 a.m. and about 5 to 6 p.m. If, in addition, training is offered at other times, the related services which the center provides must be available.
- Each center must have a full-time professional and clerical staff, with additional part-time persons as required.
- Centers must be able to expand or contract their training capability while maintaining an efficient operation.

Several facilities were dropped from the list of skills centers and others added during 1969. As of January 1, 1970, the total number was 69, as compared with the original figure of 55 in July 1968. (See appendix A, page 55.) This fluidity in the list is expected to continue. Some projects are in the process of qualifying in order to gain the consequent advantages, including relatively stable financing.

Annualization

The fluctuations that normally accompany project-by-project financing, still the typical method under MDTA, have at times caused excessive turnover and losses of training staff. These problems have in turn made it difficult to offer trainees the necessary skills training, counseling, or supportive services. "Annualization," recommended by the Congress in 1968, provides the skills center with a plan of operation, including planning, development, and funding of projects, to cover the basic training program for a year or more. This operating plan specifies the education and training to be offered, the additional services to be provided, the number of trainees expected, a schedule of trainee intake, and the related expenditures contemplated. Armed with such a plan and financing, the director is able to schedule the center's work in such a way as to avoid periods with very low enrollment or, on the other hand, rush periods when responsibilities are excessively bunched.

Where annualization has been tried, it has been an important factor in improving community relations. With more stable financing, the community can see that the center is operating continuously and is a going concern. Also, the number of training opportunities is larger, with quicker exit possibilities, in an annually funded center than in a series of single projects.

Under an annual plan, implemented with annualized financing, the center can offer another important feature—the concept of open-entry/exit operation. This concept permits trainees to enter a course at given intervals throughout the year and leave it when they reach the training goal, instead of starting and finishing with a group which may be heterogeneous. This type of flexibility is not readily attainable in single or small projects. It requires great skill and adaptiveness on the part of the instructor, and makes heavy demands on the project administration. The open-entry/exit program also provides a generally stable enrollment level in the project throughout the year, so that administrative and counseling services will not be left idle at certain times of the year or asked to perform beyond their capacity at others.

At the outset, skills centers in Syracuse, N.Y., Philadelphia, Pa., and Fort Worth, Tex., were placed on an annualized fiscal basis. During the 1970 fiscal year, skills centers in several other communities, including Detroit, Newark, Los Angeles, and Boston, may gain the advantages of annualization.

The open-entry/exit system has another advantage, which works to the benefit of both able and slower trainees. Under an individualized system of instruction, where each individual can proceed at his own pace, some skills center instructors have utilized trainees who were ahead of schedule to assist others over difficult spots. This has provided concentrated work for those in need of it, has reinforced the skills of those who were already reaching the end of their

training, and has created a stronger atmosphere of group cooperation than existed before. A bonus has been the designation of these assistants as teacher aides. This gives them a work record of value in their later jobs, and creates a new career possibility in the field of skill training.

Characteristics of Skills Centers

The location of the center is important. It should be within easy reach of the trainee, either within walking distance or accessible by public transportation. The structure housing the center should be large enough to permit teaching a number of skills concurrently, with appropriate space for trainees and staff, adequately heated (or cooled), well ventilated, and well lighted. Existing centers may lack some of these ideal characteristics, but in some cases the necessary compromise has offered unexpected advantages.

For example, a few skills centers are located in areas not served by public transportation or not convenient to the homes of the trainees, yet their other advantages outweigh these drawbacks. Some analysts have suggested that a training environment as different as possible from home surroundings of the disadvantaged enrollees is of great value in reshaping their attitudes and motivating them toward successful performance. Also, while some centers are reachable only by automobile, the organization of car pools and other means of transporting trainees to the center seems to create fewer difficulties than would have been present in other locations which are close to public transportation.

The appearance and condition of the building are also of prime importance in training. Here again, however, different projects offer widely varying solutions to these problems. Former school buildings are often used for skills centers, sometimes extensively remodeled for the purpose, sometimes used with minimal alteration. Industrial or warehouse structures are probably the next most frequent, and then comes a variety of building types whose only common characteristics are that they are fairly large and susceptible of ready conversion. In each location, the staff has tried to make the interior clean, colorful, bright, and to present as good an exterior as possible.

The skills center in Rochester, N.Y., is a reconditioned factory building in the heart of the industrial section. In Newark, N.J., the institution occupies a converted college building in an industrial section of the city. The multioccupations project in Chicago, which hopes to acquire skills center status, occupies three upper floors of an office building built over an old railroad station. In Abingdon, Va., the skills center is located in a pleasant two-story building in a rural area, with good bus service and plenty of parking space for private automobiles. In Denver, the new community college has made room for the skills center in buildings constructed for the purpose less than a year ago. In Phoenix, Ariz., the skills center moved in 1969 from quarters in the Mexican-American section of town to a recently vacated and remodeled store and warehouse that is centrally located.

The MDTA institutional training program has from the beginning been successful in obtaining equipment of great diversity, on which individuals can be trained for immediate employment in modern, competitive industrial establishments. Some of this equipment has been obtained through exchanges between projects or across State lines, some has been made available as Federal excess property (as discussed in chapter IV), some has been donated by industry or business, and some has been purchased in the open market. However obtained, the standard of equipment has been high. Further, the value of the equipment for teaching purposes is frequently far above the cost of acquisition.

Organization of Training and Services

Much more important than either the outward appearance or the equipment of the skills centers, however, is the organization of training and other services for the enrollee's benefit, and the extent to which they are oriented to his purposes and needs.

The success of skills centers in dealing with disadvantaged populations is largely due to the early identification of the special problems of individuals and to the skill and ingenuity of the staff in helping to find solutions. The trainee's first days in the institution constitute a diagnostic period, during which the instructors and counselors attempt to establish the level at which he functions and the areas in which he may need special help. Many manpower enrollees, particularly those handicapped by lack of education and unfamiliarity with work processes, do not fully understand the nature and extent of their handicaps and the hurdles they must overcome in order to get good jobs. The MDTA institutional training program works to identify points at which the trainees need both self-knowledge and outside support and to develop effective methods of helping them.

Occupational counseling and job placement are the responsibility of employment service counselors. However, it is important that they work with counselors in the manpower training agencies as a team to provide continuity and to complement each other. Increasingly, employment service agencies are assigning counselors to duty stations at manpower projects, a practice that is now specified as a criterion

for a skills center. Thus, both education and employment service counselors are able to keep in close touch with the trainees, and counseling activities are more closely coordinated.

In Tucson, Ariz., for example, the skills center and the employment service staffs realized that, because neither the enrollees nor their families knew what to expect from the training course, absenteeism and failure to complete the course might jeopardize the training goal. A pretraining orientation plan was set up, therefore, for enrollees and also for those who live in close relationship to them and whose tolerance and cooperation are indispensable if they are to succeed.

Frequently enrollees and their families and friends are invited to attend an evening "open house" at the center, where they meet the employment service counselors and interviewers and the skills center training and counseling staff. Topics discussed at this time include the purposes and organization of the project; what the trainees can expect in the way of tests, classroom sessions, "hands-on" training, counseling and guidance, and placement in jobs. The kinds of supportive services available to trainees are discussed, and the group is informed how they may be obtained.

Orientation to training goals continues after the trainees are enrolled in the center. Many of the trainees need a much clearer understanding of the nature of their future employers' requirements, as well as of the kind of work they will be doing. The instructor communicates introductory material on the nature of the job, the avenues for advancement, the obligations of the employer as well as the employee, and many other facts which the enrollee needs to know. Frequently, this orientation is a major factor in the readjustment of the enrollee's attitude toward himself and his role in the community.

As part of the orientation program at the center, the enrollee is assigned to a period of job exploration, which permits him to sample a number of different types of jobs in order to come to a more informed decision on what course to pursue.

Adapting Training Schedules to Trainee Needs

The flexibility with which skills centers can organize their training is in itself helpful in dealing with trainee problems. The discussions of instructors and counselors with trainees who are performing poorly sometimes uncover a "panic" response to training which needs to be met both by counseling and by reorganizing the training plan for the individual. Remedial reading and mathematics, for example, were once introduced at the beginning of a course, on the assumption that they were needed before the trainee could enter into skill training. Now the individual, particularly in large projects with the necessary staff and flexibility, is more likely to be assigned to an occupational skill, moving into reading or mathematics when he feels the need for it or as the instructor identifies gaps in his comprehension. He may stay in the basic education course until he has solved the immediate problem, returning to skill training as soon as possible, or he may move into a longer-term combination of skill training and basic education, with a revised schedule.

Formerly, also, trainees were assigned permanently to a specific occupational training course, and shifting to another course was not always easy or even possible, even where the original assignment was clearly inappropriate. Today, especially in the larger projects, several mechanisms are available to facilitate necessary adjustments. A description of these mechanisms follows.

Occupational Skills Clusters

One means of providing flexibility in training is the occupational "cluster" approach, which is particularly useful in skills centers and large multi-occupational training projects. In general, these clusters group occupations which are related educationally or industrially, either at about the same skill level or in a "skill ladder" progression which allows the trainee to progress as far as he is able. For example, a skills cluster in clerical occupations might include general clerk, file clerk, key-punch operator, clerk-typist, stenographer, and secretary. Thus trainees have opportunity to qualify for several categories and levels of employment instead of only one or two.

The organization of skills clusters, rather than the presentation of unrelated single skills, offers the possibility of team teaching, with attendant specialization and emphasis on specific areas of work. From the viewpoint of the trainee, it has the advantage of permitting the presentation of a basic core content, common to several parts of the cluster, which gives him broader familiarity with the field than he could readily obtain otherwise. The slow learner in a clerical skills cluster, who gets along with people better than the others in her class, can be trained to be an excellent receptionist. The trainee who cannot master spelling but handles figures well can develop her potential as a bookkeeper.

Similarly, in the auto mechanics program, some trainees might develop into service-station attendants, auto mechanics, or auto-body repairmen. Others are better suited to front-end work or alinement. The few trainees who never gain enough skill to become entry-level mechanics can find jobs in the parts

department, where their auto mechanic training is both helpful and necessary.

Further, as certain occupational segments in a cluster come to a close, instructional staff can be shifted to other occupations in the cluster for which the demand for training continues. Thus the use of skills clusters in organizing institutional training makes for the most effective use of staff, provides continuity of instruction within the program (which, in the past, has too often been crippled by extensive turnover and loss of stable contacts between instructor and trainee), and provides a sounder instructional base for the trainees.

Supportive Services

Illness, child-care problems, inadequate diet, legal problems (ranging from unpaid traffic tickets and revoked drivers' permits to much more serious offenses), financial problems, personal and emotional difficulties, and other matters unrelated to training often combine to retard the trainee's progress or force him to leave the skills center before completing his training.

Counselors have been recruited who are familiar with the problems of disadvantaged persons and with the local community service agencies. Close cooperation between instructors and counselors has familiarized both with the problems encountered by the trainee population, and has greatly improved the mobilization of community resources in behalf of the trainees. Frequently, the services provided have done more than to remove barriers to training; they have also improved trainee attitudes and focused their energies in a more productive direction.

The hiring of MDTA instructors directly from industry and business assures their close and current familiarity with the needs of employers and with current methods and types of equipment. (See chapter IV.) Not infrequently, however, they are less familiar with the points of view of trainees, many of whom have been unemployed for long periods, or with the reasons why they are unemployed or working at low levels of income and satisfaction. Special programs have been developed to acquaint teaching staffs and counselors with trainee problems and attitudes, to help them recognize early signs of trouble, and to inform them of possible sources of assistance.

In a few skills centers, a doctor holds office hours at the center 1 day a week. The doctor also refers trainees to community agencies, health clinics, and other resources. Other skills centers have a nurse on duty during peak hours of training. Not only can she give minor aid but she is very valuable during emergencies. Unfortunately, some centers have no onsite medical assistance and must rely on good emergency service and referrals to community agencies. The quality of service thus depends upon what is available to the community.

Lack of day care is a critical problem in many areas. In most communities free or low-cost day-care centers have long waiting lists and are not always accessible. Even the few communities where services are excellent often do not provide care for children under 3. At present, when emergency child-care problems arise, most trainees have to rely on friends or relatives or drop out of training. Lack of day-care facilities in the community also limits employment opportunities, since a mother must continue to have care for her children at the end of the training period.

Some manpower trainees have had poor experiences with law enforcement authorities and the judicial systems. Frequently they do not understand actions being taken and they may be reluctant to ask questions. Many become involved in traffic violations, conditional sales contracts, leases, or domestic difficulties that end with police records which make it difficult for them to find jobs, especially where bond must be posted.

Legal aid services are available in some communities, usually on a limited basis. A few skills centers have been able to engage 3rd-year law students to act as lawyer-counselors. These arrangements have worked well. New hearings have been scheduled for trainees whom the center certifies to be engaged in a training program. Some trainees have had probationary status ended. Operators' permits have been secured as a result of training. Often counseling has helped trainees to work out their legal entanglements and to avoid others.

Advisory committee members have been very helpful in providing financial and other material aid. For example, the skills center advisory committee in Pacoima, Calif., recognized that new employees were required to have their own tools before they could go on the job, and that manpower trainees could not always purchase a tool kit at the end of training. The committee therefore asked for contributions from local businessmen and civic leaders to raise $10,000 for a revolving tool fund. Graduates from skill training may borrow from this fund without paying interest to buy tools, and may repay the money over an extended period.

Linkages with Other Programs

New and stronger linkages are being developed between institutional training projects and other parts of the manpower training program. These linkages are of two kinds, both devised to make the best use of the funds available for manpower training.

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One type of linkage is set up when programs like Job Opportunities in the Business Sector (JOBS), the Work Incentive Program (WIN), and the Concentrated Employment Program (CEP) utilize a part of their funds to purchase the services of skills centers for classroom training, basic education, guidance and counseling, or utilize the centers' contacts with community agencies to obtain assistance for trainees. An alternative example of this kind of linkage is shown in those centers where the basic education is paid for and conducted by the Adult Basic Education program. Either way, resources beyond the total project allotment are made available to the skills centers for use in connection with the training of enrollees.

Comprehensive data are not yet available on the extent of use of skills centers through these linkages, which are required by policy directives, nor on the kind or quality of services which the skills centers have been asked to provide. Information from individual centers, however, suggests that use by JOBS, CEP, WIN, and other programs is concentrated in only a few States and skills centers. The WIN program reported that in June 1969 over 40,000 persons were enrolled in training, of whom 4,000 were undergoing orientation, 9,000 taking basic education, 9,000 attending classroom training, and 3,600 taking high school equivalency courses. Thus a total of 25,600 persons were involved in types of training which are furnished in skills centers. Yet a survey of MDTA projects indicates that only about 5,000 WIN trainees were reported as enrolled in all MDTA institutional projects. Some of the others may also have been so enrolled, but most were being trained through private and other means.

Many skills centers, moreover, are operating far below capacity levels, although other manpower programs in the city may be utilizing other resources for classroom training. No manpower training institution reports that all its available space is in use. A center, for example, may be asked to take a group of trainees for a month or so of job orientation, training in work habits, or job exploration, after which the enrollees may be moved to a different training environment, leaving vacancies in the skills center. The filling of such vacancies for limited periods tends to leave substantial unused capacities in the skills center.

This might be avoided by involving the skills center in planning as early as possible. The results might well be to improve training for the enrollee, to lower training costs, and to make more effective and efficient use of the training staff, facility, and equipment.

A second kind of linkage exists between the institutional training program and services provided by community agencies. Here the purpose of the linkage is to make the best possible use of funds available from all sources for basic and related education and to extend the usefulness of health, legal, and other social and welfare service programs for needy manpower trainees.

Effective use of this group of linkages depends primarily on the administrative and counseling staff of the skills centers. Under ideal conditions, they understand both the nature and extent of the need which exists among the enrollees, and their network of relationships with the agencies provides the staff with a very precise and efficient pathway to the resource of choice in a given case. Efforts are being made to extend these ideal conditions to all MDTA institutions.

The basic mechanism for development and extension of both types of linkages is the Cooperative Area Manpower Planning System (CAMPS), described in chapter I. The Labor Department, HEW, and other Federal agencies are committed to extending and strengthening the CAMPS mechanism. Its weaknesses are often serious, and limitations resulting from the frequent gap between financial support available in the community and the unmet needs of the citizens may be devastating. Nevertheless, it remains the strongest tool yet developed for the purpose, and it holds substantial promise of improvement for the future.

IV. staff development, curriculum materials, and training equipment

About 6,750 instructors, recruited from a wide variety of sources, are engaged in institutional manpower training. About three in four of these are occupational instructors; the others teach basic education and prevocational studies. Although many are hired solely as temporary instructors, they are likely to stay on for more than a single project period. Most are experienced and proficient in their skills.

Occupational instructors are recruited mainly from business and industry. They bring to the classrooms valuable familiarity with current skills and work practices. Basic education instructors usually have some teaching experience. Both are attracted to manpower programs because they enjoy the challenges and satisfactions of working with the disadvantaged and witnessing their successes.

MDTA administrators often find they must recruit new instructors and counselors when they cannot retain experienced ones. Instructors who can work successfully with disadvantaged persons are avidly recruited by the public schools. Employers too, though they may have been willing to lend a foreman or supervisor as a manpower instructor, are also eager to hire them back, often offering promotions to the position of company trainers.

Counselors are in short supply throughout the country, and the supply of counselors equipped to deal with disadvantaged persons is very small. They are recruited from a variety of sources, including schools and other agencies. Although the institutions which train counselors are working to point their courses more toward disadvantaged people, progress is not catching up with demand, and graduates still find much of their training inadequate or irrelevant in dealing with manpower trainees. Counselors whose experience is limited to school situations often have difficulty when first working with manpower trainees.

Difficult as it is to find counselors who are personally equipped to meet the needs of MDTA trainees, it is often harder still to keep them. They are heavily in demand elsewhere. Thus it is usually necessary to compensate for experience in the staff by providing a strong program of inservice training. New manpower staff training programs are now providing special seminars and conferences to supplement experience gained with other enrollee population.

Some job insecurity is inherent in manpower training as a result of the need for flexibility to redirect the program to meet emerging needs. In order to reduce turnover, however, it is important to minimize this insecurity. Uncertainty in funding, often creating waits of 2 to 4 months, is an important factor in turnover. Many qualified and capable

persons have had to seek jobs with more security and promise of tenure, and have thus been lost to the manpower program. Some skills centers have experienced staff turnover as high as 30 to 50 percent. The annualized funding and increasing development of cluster training described in chapter III could do much for the problems of staff retention. More still would be accomplished by operating the skills centers at closer to capacity levels.

Many members of the manpower staff have chosen to remain with the program because they have found day-to-day satisfaction and flexibility that they have not experienced in school systems or in industry. Some directors have also reduced turnover by becoming adept at moving experienced personnel around within a project so as to keep them occupied in work with trainees and retain their services. Counselors have been used as basic education instructors; basic education instructors have been used to help out in administrative work; and other similar moves have been made to avoid temporary layoffs. Since counselors are frequently also qualified instructors, and many have administrative experience, such staff shifts may not impair program quality. Nevertheless, they are only expedients, not a desirable aspect of flexibility.

Need for Staff Training

Although manpower staff members are expert in their own field, they frequently lack formal instruction in teaching techniques as well as experience in dealing with disadvantaged adults with varying educational backgrounds. Most also need more understanding of the law under which the manpower training program is operated.

In section 309 of the act, the Congress requires that training and technical assistance be made available for personnel involved in MDTA programs. Two percent of the appropriation in any fiscal year to carry out titles I, II, and III of the act "shall be available only for training and assistance authorized by this Section." The 1970 budget provides for these sums. In 1968 and 1969 both HEW and the Labor Department funded some training programs. The Office of Education, in collaboration with State agencies, began a major effort to offer staff development workshops and to acquaint manpower personnel with the special needs of the disadvantaged through the establishment of Area Manpower Institutes for the Development of Staff (AMIDS). These are located in Detroit, Mich.; Los Angeles, Calif.; Washington, D.C.; Montgomery, Ala.; and Oklahoma City, Okla.

The first AMIDS was funded in April 1968 through a contract between the Michigan State Division of Vocational Education and the Institute of Labor and Industrial Relations, University of Michigan and Wayne State University. The last two were funded in February 1969. Since its inception, AMIDS has served 10,000 participants from all States at a cost of $2,346,287 for operations, which averages $154 per participant. Average costs including travel and per diem were $232 per participant.

Staff from the five AMIDS centers have served not only the MDTA instructors, counselors, administrators, and supervisors for whom the institutes were originally designed, but have also supplied staff and technical assistance for personnel from 43 other agencies dealing directly with the disadvantaged.

During their relatively short period of operation, the institutes have expanded their function from providing inservice training programs, which emphasized the upgrading of instructional staff and supervision, to offering a wide range of services and technical assistance activities for public and private organizations, businesses, and industries. Early in the development of this program, AMIDS invited other agencies to participate in the regular staff development institutes. Soon agencies began sending staff to workshops and also began requesting special seminars designed for their particular needs. At present, the AMIDS program is making a strong effort to expand services to interagency groups and to hold workshops and conferences which meet the needs of various public and private agencies, business firms, and industrial organizations. More than a hundred different types of public and private agencies have sent personnel to AMIDS programs.

AMIDS is working with these groups in several ways. A major goal of these activities is to increase staff and supervisory awareness of the problems and needs of disadvantaged persons who are entering employment or training programs. AMIDS also helps instructors and administrative staff to try new approaches and teaching methods. Many of these organizations have been able to utilize workshops developed for MDTA staff. In addition, counselors and other staff from the employment services, CEP, WIN, and other Department of Labor programs regularly serve as guest speakers in workshops and also undergo training.

With increasing frequency, 2- and 3-day workshops are being operated for particular organizations with unique problems. For example, AMIDS teams are holding a series of seminars for prison administrators and guards to improve communications with and understanding of inmate populations. At the same time they are offering programs to help instructors relate to trainee-inmates and understand the various subcultures within the institution. The Washington

AMIDS has an agreement with the District of Columbia to provide 5-day inservice training programs for about 600 correctional officers in six correctional institutions over a period of 26 weeks. New York City and Syracuse, N.Y., have also requested AMIDS to work with correctional personnel, and programs are in the planning stage with Connecticut, New Jersey, and Rhode Island. The Detroit AMIDS center has also worked extensively with prison personnel in Minnesota and Michigan.

Interagency sessions have been popular in many areas. More than 390 persons from MDTA, CEP, New Careers, Employment Service, OIC, NYC, Vocational Rehabilitation, and public school and education agencies attended a 3-day meeting in Baltimore, Md. Topics included: how adults learn; life styles of the disadvantaged; multicultural ethnic behavior patterns; techniques of motivation; and identification of personal and physical disabilities which affect learning. Similar seminars have been held in many areas throughout the country to assist such groups as the National Alliance of Businessmen, the National Park Service, the Federal Water Pollution Control Agency, etc.

Improving Staff Through AMIDS

AMIDS centers continue to provide professional programs for the staffs of institutional manpower training programs. These activities, aimed at improving the relevance and quality of MDTA training, are designed to meet specific needs. Two-week institutes are held intermittently at the home sites to provide concentrated study and experiences for persons throughout the region. Increasing numbers of 1-week seminars or 2- or 3-day workshops are held at the request of State and local personnel.

These shorter programs are responsive to several factors. Some State regulations limit out-of-State travel. Released time is often hard to arrange for a full 2 weeks because of the difficulty of finding or paying for persons to substitute for the staff members released. Accordingly, AMIDS centers have frequently redesigned their programs, scheduling satellite sessions at skills centers, State meetings, or other

AMIDS OFFERS A WIDE VARIETY OF WORKSHOP PROGRAMS

Sample of Topics in a Los Angeles AMIDS Workshop

- Tuning In on the Tuned Out
- Diagnosis of Individual Needs
- Effective Use of Audiovisual Aids
- Teacher-made Materials vs. Commercial Materials
- Teacher Evaluation of Materials
- Lesson Plans – Objectives – Course Outlines
- Evaluating Teacher Success and Student Progress
- Team Teaching
- Recruitment and Evaluation of Staff
- English as a Second Language
- Manpower Legislation
- Use of Trainee in Program Evolvement
- Obstacles to Motivation
- Linking Vocational Training with Basic Education
- Development of Criteria for Judging Effectiveness of Basic Education and English as a Second Language
- Topic Development – Brainstorming
- Advisory Committees – Effective Use of
- Counseling and Community Services
- Counseling and the 3 "U's"
- Use of Community Services
- Communications – Verbal and Nonverbal
- Project Writing

local training sites as requested by local administrators. AMIDS has been able to assist the skills centers in improving their inservice training programs. At the same time, AMIDS has been able to use exemplary practices identified in various skills centers and to disseminate them to other manpower programs.

When satellite programs are utilized, an AMIDS staff man frequently goes into the area in advance of the starting date. He interviews local staff members and designs seminars especially for each group.

As the program has grown, so has AMIDS flexibility. Each of the five AMIDS centers has assembled a small full-time staff of specialists with a wide range of experience and academic background. Consultants with other expertise are also brought in as needed to supplement staff talents. Also each institute has developed particular specialties—such, for example, as training to teach English as a second language, or new approaches to providing technical assistance to community groups which serve populations of certain geographic areas.

The Los Angeles AMIDS staff has developed techniques for identifying and meeting the divergent needs of persons illiterate in both their own language and English and of those who, while competent in their own language, need basic skills in English. The Oklahoma City AMIDS is working to develop approaches to improve manpower training in rural areas. By promoting interagency cooperation, AMIDS has encouraged the use of resource centers, where they exist, and such vehicles as economic development programs and family financial institutes to link together whatever resources exist locally. The Montgomery AMIDS has done extensive work in developing basic education materials, working with parent-teacher associations and public schools, and providing consulting services for educational television.

More and more occupational programs offer open-entry/exit training, which permits trainees to enter at their own convenience and finish the program at their own pace. These are proving much more effective than the traditional programs in which all enrollees begin training on the same day and are expected to finish at about the same time. This more flexible form of training, however, puts increased demands on the instructor. He must see that each trainee is productively engaged, and at the same time move about to give individualized instruction to new trainees as needed. The institutes also help instructors learn how to reinforce the learning of trainees by using as teaching aides those who are about ready to leave for jobs.

Experienced instructors have found that not all trainees need to spend a specific amount of time on every one of the training units. Many older persons may need and want more academic review and specific skill training and less of personal skills and general employment orientation than some of the younger trainees. On the other hand, as one instructor says, "Most of the young trainees rebel against anything that smacks of traditional education. They need immediate feed-in to their vocational area, and any academic work must be related as directly as possible to the job training."

Understanding the Disadvantaged

Especially important is the AMIDS effort in helping manpower staff to identify and analyze the learning problems created by poverty, unemployment, and undereducation. The institutes have been able to help instructors and counselors motivate trainees into developing a sense of personal worth and an improved self-image. At the same time, AMIDS can help instructors keep training relevant and on target so that each trainee can feel and see evidence of his own progress.

AMIDS centers have employed a number of approaches to these problems. These include role-playing in the types of actual situations which confront participants and trainees, trainee panels, use of scientific studies of disadvantaged people, and human relations games which may help participants understand the trainee's anxieties and expectations.

In Detroit five trainees, not fully identified, served as participants during the first week of the workshop. During the sessions, they provided insight into the "realities of the urban poor." At the end of the first week, all of the workshop group were asked to estimate the education of fellow classmates. One trainee, an articulate 10th-grade dropout, was "rated" as having a master's degree. In Montgomery, also, AMIDS has brought trainees into the staff development programs with considerable success. Currently, at the request of South Carolina, the Montgomery center is developing a program to train former manpower enrollees as instructor aides in the classroom and shops.

In late 1969, the Washington AMIDS developed a pilot program to help minority union and nonunion journeymen acquire instructional skills and techniques they need to become apprentice instructors in building trades. Working with the AMIDS in organizing the course was an advisory committee with eight trade unions represented, plus representation of central labor councils and building trade councils. In two phases, the Washington AMIDS will offer a 30-hour course dealing with teaching methods and motivational and learning factors. The Washington Technical Institute will then take the trainees into a 9-month concentrated study of the craft.

To tell "The AMIDS Story," the Washington center produced a short color film describing the purposes and objectives of AMIDS. Against the background of a skills center, the film indicates how staff development can affect the individual trainee as he perceives his own self-worth and acquires a skill. It also suggests how AMIDS has been able to put together a series of workshops which can be adjusted on short notice to meet individual needs of specific participants.

To assist with AMIDS policy and planning, an area committee consisting of State manpower supervisors and regional and headquarters staff has been appointed to work with each center. State supervisors are responsible for recommending participants for the various workshops and seminars. Representatives from other agencies are nominated through the State manpower supervisor or apply directly to the AMIDS in their area. They may participate in one of the regular 2-week institutes if feasible or request a short workshop designed to meet specific needs.

Evaluation of AMIDS

All of the centers conduct continuous self-evaluation. Frequently, this is accomplished by requesting the participants either during or after the institutes to rate the usefulness of each section. These evaluations have resulted in a number of program changes. AMIDS staff have also visited MDTA projects to see how and where new practices have been transferred to the training programs. This kind of followup also permits participants to ask further questions or make suggestions for other adaptations.

A national study developing a profile of instructors and other participants in the AMIDS program was started in 1969. Early findings, based on a sample of 270 participants enrolled in AMIDS in Washington, Detroit, and Los Angeles, provide data on the education and work experience of MDTA instructors, counselors, and administrators. A quantitative study of 90 elements indicating personal characteristics, values, interests, and aspirations of such persons is in progress at the University of California in Los Angeles.

The preliminary findings indicate that a little over half (54 percent) of the participants had bachelor or graduate degrees, 30 percent had high school diplomas, 13 percent had associate degrees from junior colleges, and 3 percent reported that they did not have a high school diploma.

Other findings indicate that 59 percent of the sample were 40 years of age or older, with an average of 14 years of work experience. Thirteen percent had no full-time teaching experience. The largest proportion (42 percent) reporting full-time teaching experience had from 1 to 4 years of experience.

An important spin-off of AMIDS is the evidence that the program is making an impact upon public school education systems. As word of AMIDS services spreads, more schools are asking for assistance, particularly for seminars on improving instruction and counseling techniques in schools with predominantly minority or disadvantaged populations. In one western city, in an effort to decrease dropouts, administrators had assigned their top vocational counselors to schools with predominantly minority populations. Within a few weeks many of the counselors decided to leave. The local AMIDS, on request from the school, was able to help the counselors improve their communications with the students. At the same time, AMIDS was able to identify some of the problems which had been created by lack of staff perception. For example, a number of students were placed in special programs for "retarded" persons because they did not speak English. These individuals were reassigned to classes offering English as a second language.

In an effort to modernize and improve teacher education courses for those who deal with urban adults, the Oklahoma City AMIDS will operate a special institute to be held early in 1970. Participants will include teacher educators from vocational fields, State supervisors of vocational education, classroom teachers, and representatives from business and industry in States west of the Mississippi. The 2-week institute will offer approaches for modifying the content of teacher education courses by providing instructional packages, models, and guideline booklets in an effort to effect both behavioral and attitudinal staff changes.

Improving MDTA Curriculums

Curriculums for MDTA are frequently changed as revisions are necessary to update job skills and meet program contingencies. Increasingly, programs are also redesigned to add open-entry/exit and cluster elements. MDTA staff are constantly seeking new materials and better ways to relate every aspect of training to job-entry skills.

All the AMIDS centers have taken the initiative in collecting curriculum materials from manpower and vocational programs to provide quick clearinghouse service to the States. In the past year, an extensive search for materials developed by State and local staff and by public and private organizations yielded a number of useful guides and audiovisual aids. States and others have also published annotated lists of such materials. Each center has a study-reference room for use of participants at the home site. The five AMIDS centers also exchange information and materials to assure coordination of effort and cross-fertilization of ideas.

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Most of the available curriculum materials have been designed for school use in courses scheduled for 1 or 2 years' duration. They must frequently be adapted, revised, and extended for use in the short, intensive manpower projects aimed at providing entry-level skills to adults with varying backgrounds of educational achievement. Although State and local administrators and instructors are encouraged to produce needed guides or adapt existing ones, they frequently need help to accomplish this.

Public schools are sometimes able to help. Craft advisory committees or persons from industry may recommend changes. However, in only a few of the larger skills centers is local curriculum assistance available on a regular basis.

The AMIDS centers have assigned task force groups of workshop participants to develop new instructional materials. These groups, composed of basic education and vocational instructors, have had some success in combining their talents and experience to produce materials relating each unit of basic education instruction to what the trainee needs to complement his occupational training. Other assignments may include development of occupational training goals specifying what a trainee should be able to accomplish, and under what conditions. The work of the task force is recorded by means of closed-circuit television and videotape recording for group analysis and self-criticism by the participants.

Areas which need more curriculum development have been identified. These include: basic education materials related to occupational skills; materials and guides for prevocational orientation and improvement of attitudes toward work; and information to help MDTA staff develop additional supportive services for trainees. An extensive reexamination of curriculum is needed to assist local program personnel in developing materials for occupational clusters with open-entry/exit training sequences. To supplement State and local efforts, the U.S. Office of Education uses limited funds to contract for studies and curriculum guides to meet identified national needs. These materials include curriculum guides for new and emerging occupations or training programs which offer good career opportunities for disadvantaged persons.

Special Training Guides

To find more effective ways to serve hard-to-reach rural populations, MDTA is financing a guide to train staffs for mobile training units that will bring basic education and occupational information and orientation into these areas. The plan calls for a team of professionals and community aides who can provide instruction, counseling, and job placement. Each member will learn something of the others' jobs in organization and outreach activity. Prepared by the University of New Mexico, the guide will be tested in Mexican-American areas and later expanded for work with Indians and others in the Four Corners region.

If small farmers can make effective use of cooperatives, many can improve their incomes and remain on the farm. To encourage development of such programs, two curriculum guides are being prepared by North Carolina State University. These will explain the basic principles of cooperatives, their organization, operation, and use.

Increased leisure and recreational facilities are creating many new jobs with career opportunities. In an agreement with the National Park and Recreation Association, a curriculum guide has been completed to assist administrators and instructors with the planning and development of programs for recreation leadership.

To alleviate the shortage of trained personnel in low-rent housing programs and to provide career opportunities for tenants, a training guide has been funded jointly by HEW and the Department of Housing and Urban Development. The guide sets up a training plan which will offer instruction in modern management and maintenance practices. Tasks outlined include how to handle tenant complaints and expedite space changes and emergency service, as well as how to plan programs to promote occupant acceptance of building regulations.

To help older trainees overcome their very real employment problems, a manual has been prepared to assist instructors in understanding and in meeting the needs of such persons. It discusses learning characteristics, employment handicaps and capabilities, and suggests the kinds of services and assistance needed. A study, "Motivation and the Disadvantaged Trainee," will be published shortly. Designed as a resource for prevocational orientation and improvement of attitudes toward work, the manual suggests materials and activities to improve employability skills.

Informational materials recently prepared about careers in health occupations are being widely used. These include descriptions of Project REMED, aimed at recruiting many of the 60,000 persons discharged each year from the Armed Forces with some training in medical technology. Other materials describe career opportunities as certified laboratory assistants, nurse aides, licensed practical nursing, and occupational therapy assistants.

Curriculum guides now available include those for electronics mechanics, electric appliance servicemen, micromechanics, automotive mechanics and body repairmen, zookeepers, heavy construction equipment mechanics, small-engine repairmen, refrigeration mechanics, and others. Guides are now in preparation

outlining career opportunities and training programs for forestry aides.

Excess Property Utilization

In March 1967 an excess property coordinating unit was established by the Division of Manpower Development and Training to administer procedures developed by HEW's Office of Surplus Utilization for the acquisition of excess property. Regional coordinators maintain records of excess property, search for specific items required by projects, screen the equipment to determine its suitability, and help dispose of these items at the completion of the project.

MDTA equipment and training aids may be used in any MDTA project. After the project is completed, the equipment may be divided among several other projects. Any Government agency may utilize excess property through the channels established by the General Services Administration.

Real property as well as equipment is available for MDTA projects. The use permit system has enabled several MDTA training centers to be established on unused Department of Defense properties, with the only costs to the training project being maintenance and utility expenses.

Although the major gain from using excess property is financial, considerable time may also be saved since heavy equipment may be delivered to the project site in only a few weeks as compared to the 24 to 36 months often needed for purchases on the open market.

Minnesota is one of the States which has taken advantage of this system, having obtained excess property with an acquisition cost of nearly $10 million for its State program. The Minneapolis skills center has been able to obtain equipment for its welding, clerical, electrical, and auto mechanics classes. The Area Vocational School in Pine City estimated that the equipment acquired at a cost of $10,000 would have cost $300,000 new. All of the 11 vehicles and 21 of the 26 machines in use at the school are excess property. Without this equipment the Pine City School could not have offered its very successful machine-operator course.

Since the statutory language permitting transfer of MDTA property to the States is vague as to when and how this may be done, interim storage costs often must be paid by the MDTA program. About $200 million has been invested in equipment, installation, and remodeling under the act.

V. national programs

The Manpower Development and Training Act provides for both national and State responsibility for project development. Twenty percent of the funds appropriated for training are available for use in contracts directly with the Federal Government. These contracts are used when pressing national needs for training cannot be met by the States and to facilitate the operation of programs across State lines. Often these programs represent unusual ideas and methods for offering training in skilled occupations to people who were previously able to qualify only for unskilled work.

National programs are organized in four ways:

Experimental and demonstration projects are used to test new approaches to overcome manpower problems of groups such as older workers, minority groups, residents of depressed areas, and people with poor education or motivation. Intensive project appraisal and evaluation occur in an effort to assess the effectiveness of the approach. Replication on a broader scale may then be attempted by starting a larger national contract or by assisting the States to incorporate successful approaches into their own programs.

National coupled training projects combine on-the-job training with supplemental or related institutional training in the classroom or at the job site.

Cooperative occupational training projects combine classroom instruction, guidance and counseling, and skill training at the job site under cooperative arrangements between the schools and employers. The mixture of program components depends on the instructor-coordinator's assessment of the individual trainee's progress.

National institutional projects are arranged to provide training on a national scale, when States cannot provide the services or where a single program is to be operated across State lines. They are frequently operated by private nonprofit agencies.

Experimental and Demonstration Projects

Several different trainee populations are being served in experimental and demonstration projects, using various training approaches. Each of the projects described here is in at least its second year of operation and is yielding valuable insights into new methods of training.

Operation SER (Service, Employment, Redevelopment) was designed by organizations of Spanish-speaking people in the Southwest as a means of breaking down barriers to full and productive employment of these Americans and of improving community relations. The organization, which has grown and expanded its operations since 1965,

focuses on involving the community in a self-help program of training and placement for Spanish-speaking persons.

SER has a regional office in Santa Monica, Calif. It also operates State offices for program development and technical assistance in Arizona, California, Colorado, New Mexico, and Texas. Last year OJT coordinators were attached to the SER regional and State offices; in addition the local Jobs for Progress Corporation in each city has a board of directors that administers the individual SER training projects.

As of October 1969, local projects were operating in 13 communities. Nearly 11,000 individuals had been placed in gainful employment as stenographers, nurse aides, automobile upholsterers, welders, etc. A survey of more than 7,970 placements found that 83 percent were in jobs paying more than $3,000 annually.

The Opportunities Industrialization Centers (OIC), under the direction of Rev. Leon Sullivan, have now spread to 90 cities across the country. They are working to promote self-help and project management by members of minority groups, to motivate hard-to-reach groups, and to cultivate community and business support as well as to provide occupational training. The Federal agencies which jointly fund 17 of the OIC's are now engaged in an experiment to evaluate a simplified interagency funding procedure.

This field test involves two systems of interagency funding, each with joint planning, a single application, and unified administrative and reporting requirements. Two OIC's in the same area are using these contrasting systems. The Erie, Pa., OIC is receiving grants delivered and administered by a single agency. The Harrisburg, Pa., OIC is testing a system which maintains separate contractual arrangements with the three Federal agencies (although the OIC need submit only one application for funds).

A National OIC Joint Funding Committee has been established to define the direction of this experimental project, select the test OIC's, establish a regional committee and review its reports, set up a single set of standards and procedures for the test cases, arrange the necessary transfer of funds, and evaluate the tests and recommendations to the participating agencies. A newly established regional committee will negotiate and review each OIC application and contract, monitor the project, and participate in the evaluation of the project.

In another experiment involving an OIC, in Phoenix, Ariz., the Department of Health, Education, and Welfare is examining the effectiveness of linking the recruitment, outreach, and orientation services of the Phoenix OIC with the training resources of the Phoenix skills center.

The Washington, D.C., OIC is working with Project Go for out-of-school adults, which is sponsored by the local public school system. Dropouts from the school system are referred to the OIC, which provides vocationally oriented remedial education, job preparation, and individual and group counseling.

Project Go has loaned two instructors and a counselor to the OIC and provides equipment, materials, books, and supplies. The two programs have developed team teaching methods, including a program of individualized learning for trainees with severe reading handicaps. Inservice teacher training facilities have been established for the use of both agencies. The OIC Project Go linkage program has aided 105 trainees since its start in September 1968.

A conference was held on Minority Self-Help Education and Training Directors for the Seventies, at which the principal speakers were Rev. Leon Sullivan and Judge Alfred Hernandez, past board chairman of SER. The purpose was to enable other programs of the Department of Health, Education, and Welfare to deliver more meaningful services to black and Mexican-American communities through the OIC's and Project SER. Several sessions have been held since the original one to further this idea.

Another experimental and demonstration project, the *Training & Technical Project* (TAT), is administered by the Oak Ridge Associated Universities in Oak Ridge, Tennessee. The training is conducted within the gates of the Oak Ridge plant, a large industrial complex operated for the Atomic Energy Commission by the Nuclear Division, Union Carbide Corporation.

Phase I of this project, which ran from September 1966 to June 1968, was divided into two training cycles of 52 and 42 weeks respectively. The skill training areas were: mechanical drafting; machining; welding; industrial electronics; physical testing and quality control; and laboratory glass-blowing (later discontinued). Recruitment was concentrated upon high school graduates who were underemployed. More than half of those enrolled had incomes below the poverty line.

The institutional training cost for the 42-week cycle was $1,679 per trainee ($3,980 with subsistence and travel allowances). In a recent cost/benefit study, the Economics Department of the University of Tennessee relates posttraining earnings to individual investments in training for two random samples of two groups of 70 people who had received training. This study indicated that the rate of return to the individual was over 200 percent. "Rate of return" reflects the relationship between his personal investment in training (which includes his foregone wages) and the increase in expected income in the first year

after training. For the two groups, income before training averaged $2,287; after training it averaged $5,716.

Phase II began in October 1968, with 190 trainees enrolled, selected from more than 2,000 applicants. Sponsorship support during this phase has expanded to include financial support and commitments from the Tennessee Department of Employment Security, the State Division of Vocational-Technical Education, the Concentrated Employment Program, and the Appalachian Regional Commission. Of those enrolled, 85 percent were disadvantaged. As of June 1969, 161 trainees, or 85 percent of the original number enrolled, had been placed in jobs with beginning salaries averaging $3.20 per hour. This phase will end in September 1970, when it is expected that 300 people will have been trained and placed.

The original six training fields have been consolidated into: technical aide, machining, and welding. In addition to providing trade-related instruction and skill and technical training, the project offers adult basic education, instruction for a general (high school) equivalency diploma, tutoring assistance, and supportive services (including transportation and housing). An additional phase of the project which is being continued is the teacher training component, which includes summer workshops for inservice teachers as well as academic-year sessions for prospective teachers.

National Coupled Training

A critical shortage of hospital workers has existed for many years. Half a million workers are needed now, and another 10,000 will be needed each month for the next 10 years, not counting those needed for replacements. Yet the large majority of workers today are attendants whose work traditionally has been poorly paid, arduous, with long hours and little status. Further, many of the jobs have been dead-end, with little carryover of knowledge gained between one position and another.

These considerations led to the negotiation of a contract with the American Federation of State, County, and Municipal Employees to train and upgrade 1,000 workers in public and private nonprofit hospitals in Cleveland, Milwaukee, and Boston. The $793,309 contract is to run for 18 months and is divided into two phases.

During the first 6 months, permanent career ladders in paramedical nursing, dietary, and housekeeping departments were established. Five job areas were created in each department and a curriculum developed for each one. Possible jobs include licensed practical nurse, dietary hostess, power machine operator, medical houseworker, and X-ray laboratory aide. In the second, or training phase, trainees are to be selected by a joint hospital-union committee. Selection will be based on job seniority and ability to perform well. Priority will also be given to those whose incomes are below or near the poverty line.

The courses will combine basic education, skill training, and both academic and vocationally oriented remediation. Participants will have 4 hours of training each day and spend the other 4 hours performing their regular jobs. Upon entering the program, the individual receives the title of trainee for the position for which he is preparing. After completing the basic education portion of his training, he receives half of his projected salary increase. He gets the other half, with a new job title, when he completes the course and demonstrates his proficiency on the job.

Hospital employees will be trained as inplant trainers to enable the hospital to continue the program after the contract has ended. Each participating hospital will retain copies of the curriculum materials developed.

The broad scope possible for national programs of manpower training is well illustrated, also, in the Appalachian Council program. For the past 2 years, the Council, composed of all AFL-CIO organizations in the 11-State Appalachian area, has had a contract with the Department of Health, Education, and Welfare and the Department of Labor to work with individual employers to provide training opportunities for the residents of Appalachia. These employers, under a series of subcontracts, will train a total of 1,000 people. Half the persons to be trained will be recruited from the community for entry-level positions, and the others will be persons now employed but in need of upgrading. Welders, machine-shop operators, bricklayers, and carpenters will be trained under this contract, with basic education and job orientation included as part of the training.

A major subcontract was developed to train 215 people as machine operators and bricklayers at a total cost of $98,205. The training offered includes basic education for Spanish-speaking people. These courses range in length from 8 to 16 weeks and have been given in Pennsylvania, Kentucky, North Carolina, Ohio, and West Virginia.

A pilot project has been developed to help low-paid Federal employees to move into higher grades. The low grades of these individuals are attributed to lack of career development training, lack of basic education, and limited self-awareness. Their present jobs offer little or no upgrading opportunity. The enrollees are presently in the low General Schedule and Wage Board classifications, with hourly rates ranging from about $1.90 to $2.80. Sixty individuals in the Department of Health,

Education, and Welfare are to be trained to qualify for entry into higher grade positions or for lateral transfer into positions with a greater chance for growth and development.

The program is administered through the District of Columbia public schools. The Washington Technical Institute developed the instructional materials and will evaluate and disseminate the results of the training programs. Training consists of 2 hours a day of classroom studies for 6 months, plus 3 hours a week of on-the-job training for 3 months. Laborers, mail clerks, and messengers are being trained as warehousemen and storekeeping clerks. Storekeeping clerks and warehousemen will be trained as procurement clerks and purchasing agents. Mail sorters will be trained as correspondence analysts.

Construction work pays well and carries fairly high status, even in its less skilled branches. Under present conditions, it is possible to offer beginners enough training in a relatively short time so that they can be hired in high-wage jobs. Training in such skills is therefore being offered in many diverse locations, under several types of sponsorship. The Association of General Contractors of America and the International Union of Operating Engineers (Local 370), for example, have established a joint training trust to train 164 people in 11 States in various heavy construction occupations. Three sections, each lasting 8 weeks, will train service oilers and operators of motor graders, bulldozers, front end loaders, and back hoes. An additional section to train heavy equipment mechanics will last 24 weeks.

National programs under MDTA are intended to provide short-term support for projects which, after proving their worth, can be taken over by other organizations. This occurred recently in an upgrading project operated under a national contract by a joint labor-management committee in the painting and decorating field. Under this contract, 210 journeymen were trained in new interior or finishing skills and techniques, and 320 persons were trained as apprentice painters, paperhangers, and tapers in 22 States and the District of Columbia. Both management and labor were interested in a 26-week program of classroom and on-the-job instruction because the ranks of the work force have thinned greatly in recent years (the average age of journeymen in the industry is 57 years) and the current skill shortages can be expected to increase in the next few years.

The techniques and format tested last year in this contract proved to be quite successful. At its recent meeting, the Brotherhood of Painters and Decorators of America, AFL-CIO, passed a unanimous resolution to continue this training and to establish four separate national trust funds for the purpose. The International Laborers Union has also passed a similar resolution.

Three correctional institutions in Florida and California participated in a pilot program to offer specialized training in concrete finishing and plastering. This program is under the joint sponsorship of the Portland Cement Association and the Operative Plasterers' and Cement Masons' International Association. Florida State Prison in Raiford, Deuel Vocational Institute, Tracy, Calif., and the Youth Training School in Ontario, Calif., trained a total of 42 men.

The course consists of classroom instruction in mathematics, blueprint reading, a history of the trade, and on-the-job training in concrete technology and plastering. Upon completion of the course and release from prison, the men are qualified as apprentices. The Florida Contracting Consultants, Inc., will assist in placement of the trainees upon their release.

More than 900 sewage treatment plant operators are being trained in a $1 million program sponsored by the Federal Water Pollution Control Administration of the Department of the Interior. Subcontracts have been signed with some 30 State, county, and municipal plants at which the training will be provided. Severe shortages of trained personnel exist due to construction of new waste treatment plants, expansion of existing facilities, and more stringent operating requirements imposed by Federal and State agencies. By 1972, it is estimated, 50,000 water pollution control personnel will be needed, compared to the present work force of 20,000.

The coupled on-the-job training program of the Federal Water Pollution Control Administration is of 44 weeks' duration, divided into three phases: 3 weeks of classroom instruction; 2 hours of classroom study and 6 hours of on-the-job training a day for 21 weeks; and 20 weeks of further on-the-job training. The classroom instruction starts with basic education and includes water hydraulics, physical science, safety codes, waste water laboratory techniques, and biological aspects of sewage and sludge treatment.

Cooperative Occupational Training

A pilot program is attempting to learn whether the techniques of cooperative work training, which have worked well in public schools and colleges, can be used to help the disadvantaged to obtain jobs such as nurse aides, cooks, clerk-typists, and sales persons. Under this 1-year program, projects to train 500 persons are located in Anniston and Dothan, Ala.; Jackson, Miss.; Knoxville, Tenn.; Macon, Ga.; Spartansburg, S.C.; and St. Petersburg, Fla. Although the program is financed through a national contract, the projects are administered by the State vocational

education agencies. The total training cost is $413,410; including enrollee allowances, the total cost will be $850,000.

Each trainee receives 40 hours of training per week over a period which averages 22 weeks. Included are testing, counseling, basic remedial and related education, prevocational experience, and employability skills training. The program is divided into four phases. The first phase consists of 2 weeks of counseling and testing to assess the trainees' needs for basic and remedial education and skill training. Some preliminary screening and testing may have been done before the enrollees are accepted. Possible health problems and family problems are explored.

The second phase is an 8-week program of basic and remedial education and employability skills training, built on the findings of the diagnostic period. These first two phases are devoted largely to finding out what the trainees can do, showing them what occupations are available to them, and helping them to make the necessary choices. During this period the instructional staff and the local Employment Service office seek out a work-training station with local business and industry for each trainee. Every effort is made to tailor the work assignment to the individual enrollee.

Phase III consists of 12 weeks of combined work training and classroom instruction. Originally it was intended that the enrollee would spend a half-day in the classroom and a half-day on the job. Allowances were to be paid for the classroom training, but the employer would pay wages for the work at the job site. However, the businessmen quickly found it preferable to allow full days for training at the job site, because of wage payment and transportation problems. The program permitted great flexibility for trainees as well as employers. Any trainee who was job-ready, whether he was in phase I, II, or III, was immediately recommended for full-time employment. During phase III the instructor keeps in close touch with the employer to identify any additional training needs which have become apparent, and makes it available to the trainee.

Phase IV is a followup period, after the trainee is placed on full-time employment. Instructors and counselors keep in touch with the trainee and employer to identify any adjustment problems or needs for further training, and make the necessary recommendations to avoid friction, disappointment, or failure.

Present plans are to request national funding for this program for a second year. After that, if the program is to be continued, it would be financed by the State under the CAMPS plan. The financing of similar pilot programs in other regions is also under consideration.

A very successful cooperative training program now in its second year of operation is Project SOC (Secretarial Opportunities Consortium) in Washington, D.C. This program was to train 30 young women between the ages of 18 and 26 with education levels of grades 10 to 12 who do not have a marketable job skill to become receptionists, file clerks, clerk typists, or private secretaries, depending on their interests and capabilities. The project personnel visited the St. Mary's Dominican project, a secretarial training course originally developed as an MDTA experimental and demonstration project in New Orleans to learn more about its techniques, particularly for teaching English as a second language. The students were tested to determine how their speech deviated from standard English, then an attempt was made to change their speech patterns using foreign language laboratory techniques.

Training is divided into four phases. The first phase of three weeks provides orientation, consultant conferences, and testing. The second phase of 24 weeks gives 920 hours of institutional training. In the third phase of 18 weeks, trainees receive institutional training for 17½ hours per week and on-the-job training for an equal amount of time. Communications Satellite Corporation (Comsat) provides the part-time employment for all the trainees.

Each trainee is assigned to a Comsat private secretary who acts as her supervisor and instructor. The trainee performs the same duties as the Comsat secretary. Those trainees who have not reached this level work as receptionists, file clerks, or clerk-typists. Whenever it is appropriate, trainees are promoted by Comsat. A final phase of 4 weeks is offered to trainees who haven't yet taken full-time jobs. This permits them to incorporate what they learned during the cooperative phase and to polish up their typing and shorthand.

The previous class of trainees accepted employment with salaries ranging from $4,500 to $5,800.

National Institutional Projects

Basic education and such supportive services as legal aid and day care are often included in these projects, which are frequently sponsored by educational and other nonprofit organizations. A project under contract to the Washington Technical Institute, for example, will provide special programs for 100 professionals or semiprofessionals living in the District of Columbia who are underemployed or unemployed because they do not speak English. They will be taught the English vocabulary and terminology they need to qualify for jobs in their fields. Career

information on licensing and certification will also be provided. Supportive services and help in obtaining citizenship will be made available as needed.

Industry and government resources are combined in an attack on rural poverty to provide an undereducated, unskilled community with a modern industrial plant offering skilled work to both black and white residents. Late in 1969, construction was begun on an all new, modern pulp and paper mill in DeRidder, in southwest Louisiana. Plans call for 400 new employees at the mill, of whom 100 are to be inhabitants of DeRidder, and at least 50 are to be black. It soon became apparent that educational levels in DeRidder do not equip the workers to understand the complex processes and intricate machinery involved in the new mill. The Department of Health, Education, and Welfare issued an MDTA contract to a private company to provide 100 unskilled, undereducated residents of the area with the basic education they needed to pass their high school equivalency examinations. Training is to be offered from preliteracy levels through 12th grade. Work orientation, skills training, and job-adjustment counseling are also included in the project. The mill provides all training facilities and pays each trainee a stipend above the minimum wage for the entire time he is in training. Training is from 4 to 12 p.m. to acquaint trainees with the adjustments required in two- and three-shift operations, as well as to make the necessary machinery available for training.

Many of the other 300 employees of the mill are skilled workers brought in from outside or transfers from other branches of the manufacturing company. Each of these people is also offered training in the problems which the unskilled, undereducated group will encounter in their new occupations. Company officials expect that within 5 years many of the 100 MDTA trainees will occupy key operating positions at the mill.

The University of Mississippi Medical Center, financed with MDTA and Public Health Service funds, has set up a program to train black rural residents as community health workers or sanitation aides. In five counties in the Mississippi Delta region near Jackson, both hospital facilities and physicians are largely unavailable to isolated rural populations. The new sanitation aides will be trained to teach sanitation and health practices in rural black homes, in an effort to improve home and community health conditions and lower maternity and infant death rates. They will cover the five-county area under the supervision of the Mississippi Health Department, assisted by the health officers of the five counties.

A project sponsored by the Congress of Racial Equality (CORE) in Baltimore, Md., has recently been expanded. Successful training in office skills and service-station operation is being continued, and printing is being added. The purpose is to qualify 60 inner-city youth for entering jobs in photocopy layout, negative masking, stripping and opaquing, photo offset platemaking, and office reproductions. The curriculum provides 16 weeks of academic and practical training. After that the enrollees work for an additional 10 weeks at the Social Security Administration printing plant to gain needed experience.

Another innovative program with experimental components is Project Transition, to assist servicemen with 1-6 months remaining in their period of enlistment who lack the civilian skills to make them employable. This program was begun in 1966 by the Department of Defense, and many Federal agencies and private firms are now involved. Some 60,000 men at 250 military installations have been trained in a wide variety of skills since the program began.

An important contribution to the field of law enforcement is the training of some 1,100 Armed Forces veterans as police officer recruits. Using MDTA funds, the Department of Defense and the International Association of Chiefs of Police have developed a core curriculum for the training of these officers, which is expected to be recognized by a majority of the States. Equivalent credit will be granted for all courses successfully undertaken. Institutions of higher education in 10 States are to provide 12 weeks of training for these enrollees. Recruits from Project Transition will be enrolled in such college credit courses as philosophy, history of law enforcement, criminal investigation, and patrol procedures. Through this training the enrollees will have completed a substantial proportion of the requirements of a particular State or county, and should quickly attain status as full-fledged police officers.

Eight members of the Association of American Railroads and 27 unions are participating in a pilot program to determine if short-term courses in basic education will enable previously unpromotable employees to gain promotions. Two thousand people will receive instruction over a 14-month period at 12 locations in the Chicago area.

The objectives of the program are: to assist employees in gaining a basic academic level; to develop methods by which undereducated employees can be identified; and to demonstrate the value of an educational program to the railroad industry.

Classes will be scheduled before or after the work shifts. Each participant will receive 6 hours of instruction per week for a minimum of 150 hours unless he reaches the proficiency level of his course earlier.

VI. evaluation of institutional training

Over 566,000 persons completed training in institutional manpower projects offered from the inception of the program in August 1962 to the end of fiscal year 1969. Of the 91,000 trainees who completed institutional programs during fiscal year 1968, 52,000 were included in posttraining followup canvasses taken 3, 6, and 12 months after they left the course. Reports on their employment status were obtained from 39,000, about three-fourths of those reporting.

Eighty-four percent of the trainees reporting had gotten jobs after training. On the date of the last report, 71 percent were still employed. Four out of five of the respondents were working in training-related jobs. Of those who had obtained jobs, 21 percent were unemployed at the time of the last canvass, and 8 percent had withdrawn from the labor force. Of the small group not seeking employment, 16 percent had returned to school full time, 27 percent were needed at home, 22 percent were ill, and the other third reported a variety of reasons for neither working nor looking for work.

Information collected from those who reported both pre- and posttraining earnings indicated that participation in institutional programs resulted in improved earning capability. An earnings mobility study just completed by the Department of Labor of those trainees who completed MDTA training during calendar years 1967 and 1968 reports an increase in posttraining median hourly earnings of almost one-third (32 percent) over pretraining levels. Both men and women made substantial advances after training; the earnings levels for the men were higher than those for women both before and after training. The graduates of fiscal year 1968, considered separately, show a similar improvement in earnings. Median wages for all employed graduates increased 31 percent after training. The median hourly wage before training was $1.61, compared to $2.11 after training. This increase is considerably greater than the 7.4 percent change in the seasonally adjusted compensation per man-hour reported for the private economy by the Bureau of Labor Statistics over the same period.

White women showed the greatest improvement, with a 33-percent increase in median hourly earnings, from $1.49 to $1.98. Two factors help to account for the large spread. The reporting group includes a good many women reentering the labor force, half of whom earned $3 or more an hour after training. It also includes a good many registered nurses. Although their posttraining earnings would also have been high, their last full-time job was frequently as much as 20 years or more ago, when wage rates generally were much lower.

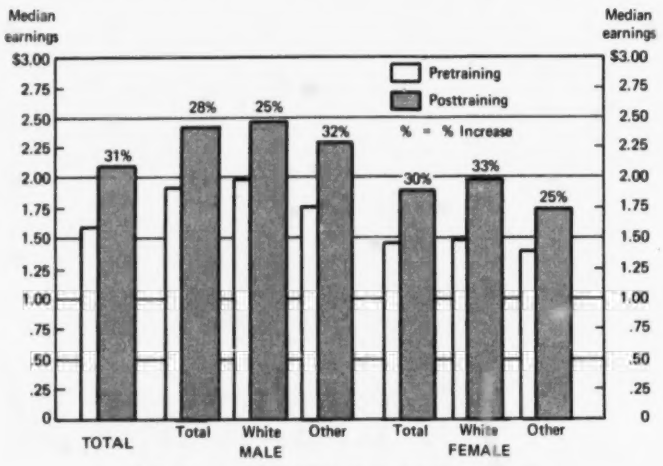
Earnings for whites moved from $1.67 before training to $2.21 after training. Comparable figures for nonwhites were $1.50 and $1.94. The rate of increase was 32 percent for whites and 29 percent for nonwhites.

Posttraining earnings classified by industry ranged from $1.73 per hour for those in wholesale and retail trades to $2.74 for those employed in the construction industry, and over $3 for those in mining. Over 60 percent of the completers reporting both posttraining earnings and the occupation in which trained were in 12 occupations. Median earnings ranged from $1.61 for nurse aides and ward attendants to $2.74 for welders. Licensed practical nurses reported median earnings of $2.20, and automobile mechanics and auto-body repairmen reported $2.15 and $2.17 respectively.

Evaluation of the training programs and other activities conducted under the Manpower Development and Training Act has been required of the Secretary of Health, Education, and Welfare and the Secretary of Labor since the beginning of the program. To meet the needs for sound management information and evaluation, a data-reporting system was established in the early days of the program. This system has been expanded and revised at intervals and continues to provide basic data on the characteristics of trainees and some measure of the completers' success in obtaining employment and changes in earnings.

Changes in emphasis in the manpower training program and the development of new types of training arrangements for disadvantaged populations make it important to evaluate the programs, services, and activities offered, particularly in terms of the trainees served and the outcomes for different populations. Since some arrangements may work better than others for specific populations, it is important to evaluate the entire training process more closely. Improvements are constantly being made in the scope and quality of the data reported. Changes in the types of information sought have been considered or adopted, and many of the standard reporting forms and procedures have been revised to improve coverage, accuracy, and comparability of data.

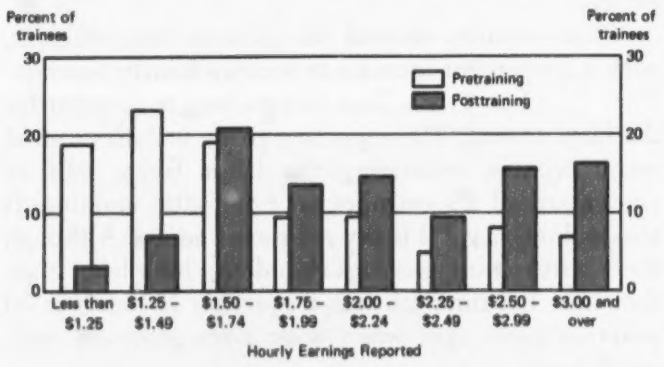
GROWTH IN MEDIAN EARNINGS FOLLOWING TRAINING



Median Earnings of FY 1968 Institutional Training Graduates

GROWTH IN EARNINGS FOLLOWING TRAINING

Institutional Training Graduates of FY-68



Current Evaluative Studies

Both the Department of Health, Education, and Welfare and the Department of Labor have worked to develop a more comprehensive evaluation of the institutional training component of the manpower program. A package of studies has been jointly developed by the two departments. These are to be conducted largely under contract during the next 2 years and are designed to produce evaluative information to supplement the data collected through the reporting system.

The first study is designed to measure the effectiveness of the Manpower Training Skills Centers. Field reviews and independent studies conducted during the past several years have indicated that skills centers are probably the most successful system available for delivering training and services to the disadvantaged population. The study will test this hypothesis through an objective evaluation of the skills centers. This study should answer a number of questions, such as the role of annualization and other administrative arrangements as they affect the planning, funding, and operation of institutional training programs.

The effectiveness of the skills centers will be measured in terms of location, utilization of trainee slots, space, staff, and other resources, as well as their

flexibility to meet individual needs by providing a variety of occupational offerings and open-entry/exit programs. Current training offerings in relation to existing job opportunities and posttraining employment experience will be studied. An analysis will also be made of the integration of basic education and prevocational training with skill training, the types and effects of counseling, and the availability and use of supportive services. Interaction of the skills center with the State Employment Service offices, business and industry, and other agencies will be emphasized.

The second study will reassess Federal, State, and local management systems under which institutional training is provided. Major timelags, administrative impediments, and communications problems will be identified and suggestions made for remedying them. Although the relationship between the Federal and State offices is the major focus of the study, it will also analyze coordination between the institutional training program and such other projects as WIN, CEP, NYC, and JOBS, as well as the CAMPS organization. The interaction between the institutional programs and the local communities and various advisory committees will be assessed.

The third of the proposed series of studies will attempt to assess the outcomes for individual participants in institutional training programs, examining the relationship between training and services received and posttraining experiences. Data will be gathered on pre- and posttraining employment and income and on participation in community activities, decisions to continue schooling, and other less easily measured effects. Employers will also be questioned about the capabilities, attitudes, and work habits of former trainees on their payrolls. The study will provide data on program completers and also on those who failed to complete the entire program.

The fourth study in the joint HEW-DOL package will deal with the relevance and quality of the preparation for employment which is provided by institutional training, including not only the skills centers but also multioccupational and single skills projects. The relationship of courses and subject matter offered to current industrial needs and methods will be analyzed. Answers will be sought to such questions as the responsiveness of the training to employment opportunities in the area, the ability of the program to accommodate the special needs and problems of the disadvantaged, the quality of the instruction in terms of employer expectations and needs, and the applicability of the training to a broad range of employment opportunities.

A number of other studies are needed and will be undertaken as the necessary staff and financial resources become available. The four studies described here, however, will require concentrated work by the staffs of the Department of Labor and the Department of Health, Education, and Welfare during the remainder of the fiscal year.

Collaborative Evaluation

In another study, conducted jointly under contract by the Department of Labor and the Office of Economic Opportunity, information is being collected on trainees in 10 metropolitan areas who participate in programs sponsored by the Neighborhood Youth Corps (out-of-school component), New Careers, JOBS, and the Job Corps, in addition to MDTA institutional programs. The study will attempt to measure the relationship between success or failure of trainees and the type of experience and treatment the trainees received from the time of enrollment in one of the five programs, during their training and 18 months thereafter. Outcomes are to be measured not only in terms of reductions in unemployment and underemployment and increases in income but also as success is reflected in increased family stability, lower crime rates, increased feelings of personal worth, and other more general and indirect social, psychological, and economic benefits to the program participants and society at large.

A contract study supported by the Department of Labor has as its goal the evaluation of Inmate Prison Programs currently being funded in 28 locations. The evaluation will attempt to measure the impact of the manpower training programs by comparing the posttraining job experience and recidivism rates of program participants with outcomes for inmates of similar backgrounds and characteristics who have not been involved in the training activities. The first results of interviews with project and prison personnel, trainees, and nontrainees, and local employment service and education supervisory staff have been compiled to produce a profile of each of the prison projects. Each document details characteristics of the prison and its inmates, MDTA and other rehabilitative activities being conducted, and outcomes including increases in reading ability, job development and placement, and quality of skill training. It is anticipated that findings on the needs for changes in the program to improve its ability to serve the population wanting training and to provide the best possible outcomes for participants will be incorporated into future projects.

Members of the staff in the Office of Education are continuing their program of visits to local projects, often conducted jointly with representatives of the Department of Labor. Information obtained through this method has always proved useful to Federal and State staffs, and has frequently led to

administrative adaptations and requests for legislative change. For example, interviews with project personnel and trainees in the past revealed the need for inservice training to familiarize MDTA staff members with the abilities, attitudes, and problems of disadvantaged trainees. The outcome of this was the development of the Area Manpower Institutes for Development of Staff (AMIDS).

More recent field visits have uncovered problems associated with the financing of institutional manpower training programs. As a result, annualization (described in chapter III) is being tried in some of the skills centers; expectations are that this procedure will be extended as more projects qualify. Extensive visits to discuss operations and problems have been made to skills centers during the past year. Such visits have, among other things, shown the need for better local coordination between the skills centers and other training programs.

State Evaluation Programs

The requirement for evaluation of the manpower training program is not limited to those responsible for program operations at the Federal levels. Each State which conducts activities in manpower training is also required to conduct and submit to the State an evaluation of the instructional program within 30 days of program completion. Over the years, these attempts to evaluate the program have taken various forms, from the collection of hard data to the conduct of rigorous site reviews. A recent agreement between the Office of Education and seven States will result in new and improved State and local systems for program evaluation. Representatives of Arizona, Connecticut, Minnesota, Montana, Oklahoma, Pennsylvania, and Tennessee are each developing plans for the collection of information to evaluate MDTA projects within their States.

All of the studies will, to some degree, gather information on the administration and supervision of the program; the adequacy and appropriateness of the facility, equipment, and materials; the role and scope of the guidance and counseling program; the curriculum and the instructors; and the reactions of the trainees to the training and services they received. The plans differ in the form of data collection proposed and the amount of quantitative versus narrative information supplied, but each is trying to find out how well the program is accomplishing what it set out to do, how it can be improved, and how program efficiency can be maximized.

The evaluation system developed by the State of Montana has provided information on trainee outcomes from a sample of 700 former trainees. Of the 298 trainees who responded to a questionnaire, about equal proportions (38 and 37 percent respectively) said that the State Employment Service on the one hand and their instructors on the other had been their major resource in job finding. Most of the trainees (80 percent) work between 31 and 50 hours per week, and more than half (54 percent) make more than $100 per week. More than three-fourths of the trainees, who had a mean age of 25 and a mean number of 11 years of school completed, thought the training course was just right; 6 percent found it too difficult; and 18 percent thought it was too easy. Though the sample was small and the answers do not include the experience or opinions of nonrespondents, the potential for use of the type of information which will be provided through the system is great.

Arizona, which has for more than a year been conducting a statewide evaluation of MDTA institutional programs, has prepared a report presenting some of its findings. Program development was found to be chiefly the responsibility of local supervisors, but many others, including guidance counselors, instructors, and advisory personnel from training occupations, have a voice in the process. Excellent working relations were reported between the State Employment Service and the State Department of Vocational Education, but frequent need was indicated for greater involvement of appropriate employer advisory groups in program development and curriculum change. Many respondents indicated that the short lead time between project funding and project starting date made it difficult to get adequate instructional staff, equipment, and facilities essential to the success of the program.

The instructors were found to be highly competent in their vocational areas, but most had little or no teaching experience or teacher training prior to working in the MDTA program. The need for orientation, training, and evaluation of instructors was noted in the majority of the projects reviewed.

Counseling and placement activities are carried on jointly by the Arizona Employment Service and the vocational education staff. Nearly all instructors carry on some unofficial counseling. Instructors in most projects appear to have access to information on trainee background and characteristics as collected and interpreted by counselors. Some confusion has apparently occurred in the past concerning the use of class periods for visits to counselors. As one outcome of the survey, a statewide policy has been adopted requiring that visits to State Employment Service counselors during the institutional period be coordinated through the instructor.

Placement activities are carried out in a variety of ways; results of the survey indicate that trainees are most commonly placed by the instructor, by em-

ployer advisory committees, and by State Employment Service job developers. The "invaluable" assistance of instructors in the placement process was frequently cited. A positive correlation appeared between involvement of an employer advisory group in project development and implementation and the posttraining placement rate of enrollees.

Preliminary survey data indicated that 78 percent of the completers were in training-related jobs, 16 percent of the trainees had less than an eighth-grade education, and 52 percent had between 8 and 11 years of prior schooling. Over three-quarters of the trainees were members of minority groups (Negroes 24 percent, Mexican-Americans 38 percent, and American Indians 16 percent). Trainees ranged in age from 16 to 65; 48 percent were under 24 years of age and 9 percent were over 45.

Data From North Dakota

A study conducted by the Research Coordinating Unit for Vocational Education in North Dakota followed up graduates of institutional training programs in the State to assess their posttraining employment experiences and their reactions to the training program. All of the 637 individuals surveyed had left training between October 1962 and September 1966 and had been in the labor market for at least a year. The entire group of trainees had been unemployed prior to entry into the program; most were drawing unemployment compensation and some were receiving benefits through the county welfare system.

Responses were received from more than 60 percent of the trainees who received questionnaires. A special study was also made of a sample of the nonrespondents, which indicated that their answers were not significantly unlike those of the respondents; hence, responses from the completed questionnaires can be considered to represent the total population of program graduates.

The survey found that only 6 percent of the program completers in the labor market were unemployed. The rate of unemployment varied from 2 percent for those who completed technical programs to 10 percent for those in the agricultural program. Rates in the trade and industrial, office and clerical, and health programs were between these extremes. The lowest mean hourly wages reported were in agricultural occupations, where the average completer was making about $1.85 per hour; highest hourly earnings were reported by those employed in the technical and trade and industrial areas. Persons who obtained employment outside of the State were generally paid substantially higher wages than those employed in the same occupations in North Dakota.

When asked how they had obtained their first job, 36 percent reported that they had gotten it through "personal effort," while 26 percent said the school had been responsible, and 22 percent said the Employment Service had been the prime source. Respondents who had changed their jobs since leaving training were asked to indicate the cause of the move. Most reported that they had found a better job or higher wages, but 18 percent indicated that no jobs were available in the trade for which they were trained. A large proportion (47 percent) of the former trainees reported no particular difficulties in their jobs since leaving the school, but 29 percent said they lacked practical experience and 14 percent reported a need for additional technical knowledge.

Asked about changes or improvements needed in the MDT institutional training, many of the program completers indicated a need for more time in shops and labs, more specific instruction, and a longer total training period. Two-thirds of the trainees said they would like to participate in further training; most of them preferred that such courses be offered in the evening.

Another study by the Research Coordinating Unit in North Dakota followed up trainees who did not complete their MDT institutional training program. Of the 212 trainees who had entered the Bismarck Prevocational Training Center between August 1966 and March 1969, 55 had dropped out prior to completion. A questionnaire mailed to each of these individuals asked their current employment status, their reasons for leaving the program, and their recommendations for improving the training they had experienced. Two-thirds responded and once again a special survey of the nonrespondents indicated that study findings adequately represented the entire group. The average age of the dropout was 25 years; they had stayed in the prevocational program an average of 10 weeks. Two-thirds were employed. Of the 12 who were unemployed, two were females who had since married, and three were in penal institutions. Responses to the questionnaires indicated that the center had been effective in preparing the noncompleters for further training and employment. The program dropouts were satisfied and in some cases enthusiastic about the prevocational training program in which they had participated. Close contact with administrative and staff personnel contributed greatly to the trainees' success in overcoming their employment difficulties. Further evidence of the bonds established between the trainees and the project personnel was found in the frequent contacts maintained by noncompleters with the center. The practice of providing basic education to trainees and allowing them to explore a variety of vocational fields was found to be of considerable value.

Newark Skills Center Reviewed

A contract study in Newark, New Jersey, to assess the effectiveness of the city's total manpower efforts examined the MDTA institutional training program offered at the Newark Skills Center. The preliminary findings of this study indicate that the leadership in the skills center is extremely effective in stimulating staff performance. Skills center personnel feel secure in their jobs and lines of organization are clear-cut.

The center has established an effective record in the local community, so that little outreach is needed to attract trainees, and in fact there are long waiting lists of persons who wish to enter training; some trainees have waited as long as a year. Basic education courses at the center are aimed at integrating the teaching of required fundamentals with the occupational coursework. Course curriculums are developed in a manner consistent with the staff's awareness of trainee needs. Some trainees are taught in classes, while others are tutored or given special instruction. A large number of Spanish-speaking participants have used the opportunity to improve their proficiency in English.

Since the State Employment Service has the formal responsibility for job development and placement, the center itself has only one position for this function. This job developer is assisted in his work by occupational advisory committees, which use informal contacts to develop job opportunities, and by all the vocational instructors, who tend to act as ad hoc job developers. The skills center is presently the focal point of efficient and effective skill development in the Newark area. As a result of its past success, plans now call for the skills center to assume responsibility for several additional manpower programs currently operating in the city.

Trainees Look at MDTA

The final report of a national survey on the attitudes of trainees in MDTA institutional training programs has been submitted recently. Six thousand trainees were included in the nationwide sample, representing 300 training classes. Only those projects which had enrolled more than one hundred trainees in a single skill were included in this study; projects concerned primarily with the hard-core disadvantaged and with the literacy problems of trainees were not included.

Four major groups of trainees were established: those who completed the training program, those who took jobs prior to completion, those who left for other reasons, and those who were dropped by the program. Of those who completed training, 68 percent experienced no unemployment in the period following training. Those who left to take jobs did even better, with 78 percent experiencing no unemployment, as compared with 57 percent for those who left for other reasons and 47 percent for those who were dropped by the program. Differences among the various groups seemed to be related primarily to the time it took to obtain the first job following training.

Analysis of data on the types of jobs taken by the four groups of trainees indicated that trainees who complete the training program most often obtain training-related jobs; 64 percent of the male completers and 77 percent of the female completers were employed in training-related jobs. Of those who left the program to take jobs, 43 percent of the males and 49 percent of the females were employed in training-related occupations. Comparable figures for those who left for other reasons (23 percent of the males and 29 percent of the females) were similar to those reported for trainees who were dropped by the program (20 percent of the males and 30 percent of the females).

Of those who completed the program, 70 percent felt that the course had had an impact on their lives. Fifty percent of those who left to take jobs expressed this feeling, as compared to 30 percent of those who left for other reasons, and 42 percent of those who were dropped by the program. Interestingly, 65 percent of the completers, in contrast to 21 percent of those who left to take jobs, said at the beginning of the program that they would stay in the course rather than take a job even if they experienced financial difficulties during the training period. Only one in four of the completers indicated that they had in fact had financial problems during the training period. A third of the trainees reported that they had held part-time jobs during training, and another third said they had borrowed money. Almost a third of the male trainees had working wives.

Attitude tests suggested that those who enter the program with greater feelings of self-esteem and confidence and those more committed to training are more likely than others to get training-related jobs. In this study the wage rate after training was found to be little affected by whether the job was related to training, but employment stability was clearly improved by working in a training-related occupation. Of the males who entered training-related jobs, 74 percent were employed during the entire posttraining period as compared with 59 percent of those in non-training-related jobs. In addition, 68 percent of those in training-related jobs had been placed immediately upon completion of the course, as against 45 percent of those in non-training-related fields.

A strong relationship apparently exists between the source of referral to job opportunities and the

length of time between training and the first job. Of those referred by the training institution, 84 percent were employed immediately following training. This was true of only 57 percent of those who got jobs on their own, 53 percent of those who said they were referred by family or friends, and 48 percent of those who were placed by the Employment Service. Such findings suggest the need for greater involvement of training staff in the job placement process and more intensive work with trainees during the training period.

Trainees' attitudes toward their training appear to be more affected by their posttraining employment stability than by any other single factor. Training was labeled excellent or very good by 75 percent of those who were employed throughout the postprogram period and by 71 percent of those who were employed half or less of the time in the postprogram period. When the same question was asked a year or more after the end of training, 72 percent of those employed throughout the postprogram period still reacted with great enthusiasm to the training program. For the group employed only half or less of the postprogram period, however, the proportion dropped to 50 percent.

Two other responses indicated a similar relationship between postprogram employment stability and attitudes toward the training course. Of those employed throughout the period, 70 percent indicated that the training program had made a big difference in their lives as compared to 44 percent of those employed half or less of the period. Also, of those employed for the total period, 64 percent said their postprogram job was better than the one they had held prior to training, as compared with 23 percent of those employed for half or less of the time.

The attention given in the various studies now proposed or in process indicates a recognition on the part of State and Federal personnel of the need for more complete and extensive evaluation efforts. As results of the studies continue to become available, the fund of knowledge on what training methods work for various populations and on the effectiveness of various means of providing training and services will grow substantially. Much needed data on the adequacy of resources in relation to needs will for the first time become available to program administrators and policymakers. Basic questions dealing with the relation of costs to outcomes, the types of programs effective with individuals most in need, and the relationship of program components to trainee outcomes have come to the foreground in the more recently conducted and proposed evaluation studies. Analysis of the information at Federal, State, and local levels will be of benefit in both the present conduct of the manpower training program and in the further development and direction of the activities to be sponsored in coming years.

appendix A

list of manpower training skills centers

REGION I

Hartford MDTA Skills Center
122 Washington Street
Hartford, Conn. 06106

Boston MDTA Skills Center
Lubec Street
East Boston, Mass. 02128

REGION II

Bridgeton Manpower Center
Vine Street School
Bridgeton, N.J. 08302

Jersey City MDT Skills Center
760 Montgomery Street
Jersey City, N.J. 07306

Newark Manpower Skills Center
187 Broadway
Newark, N.J. 07104

MDTA Multi Skills Center
2114 Atlantic Avenue
Atlantic City, N.J. 08401

MDTA Multi Skills Center
942 Prospect Street
Trenton, N.J. 08618

Camden MDTA Skills Center
17th & Admiral Wilson Boulevard
Camden, N.J. 08105

MDTA Center
242 Main Street, West
Rochester, N.Y. 14614

MDTA Center
917 Madison Street
Syracuse, N.Y. 13210

Adult Education Center
Rochambeau School
228 Fisher Avenue
White Plains, N.Y. 10606

Brooklyn Adult Training Center
475 Nostrand Avenue
Brooklyn, N.Y. 11216

Jamaica Adult Training Center
91-14 Merrick Boulevard
Jamaica, N.Y. 11432

New York City Adult Training Center
45 Rivington Street
New York, N.Y. 10002

Mid-Manhattan Adult Training Center
212 West 120th Street
New York, N.Y. 10027

Williamsburg Adult Training Center
45 Arion Place
Brooklyn, N.Y. 11206

MDTA Center
366 Columbus Street
Utica, N.Y. 13501

MDTA Center
55 South Denton Avenue
Nassau County
New Hyde Park, N.Y. 11040

MDTA Center
87 Chenango Street
Binghamton, N.Y. 13901

MDTA Center
45 Columbia Street
Albany, N.Y. 12207

MDTA Center
Board of Education
1325 Main Street
Buffalo, N.Y. 14209

San Juan Skills Center
Alverio 517, Urb. Roosevelt
Hato Rey, Puerto Rico

REGION III

John F. Kennedy Center for Vocational Education
734 Schuylkill Avenue
Philadelphia, Pa. 19146

Connelley Vocational Technical Skills Center
1501 Bedford Avenue
Pittsburgh, Pa. 15219

Southside Manpower Training Skills Center
Box 258
Nottoway County
Crewe, Va. 23930

Wise County Manpower Training Skills Center
P.O. Box 576
Wise, Va. 24293

Washington County Manpower Training Skills Center
Route 4
Abingdon, Va. 24210

Norfolk City Manpower Training Skills Center
Norfolk, Va. 23501

REGION IV

Birmingham MDTA Education Center
North Birmingham, Ala. 35207

Charleston MDT Skills Center
P.O. Box 5272
North Charleston, S.C. 29406

MDTA Center
Richmond-Lexington
620 Sunset Boulevard
West Columbia, S.C. 29169

Miami Skills Center
3240 NW. 27th Avenue
Miami, Fla. 33142

MDTA Skills Center
591 Washington Street
Memphis, Tenn. 38105

Manpower Training Center
P.O. Box 6667 Handsboro Station
Lorraine Road
Gulfport, Miss. 39501

REGION V

Indiana Vocational Technical College
Weir Cook Division
6800 West Raymond Street
Indianapolis, Ind. 46241

Manpower Training Center
1534 W. Sample Street
South Bend, Ind. 46619

McNamara Skills Center
1501 Beard Street
Detroit, Mich. 48209

Muskegon Area Skill Training Center
1183 E. Laketon Avenue
Muskegon, Mich. 49442

Milwaukee Technical College Skills Center
1015 North Sixth Street
Milwaukee, Wis. 53203

Area Industrial Institute
2000 N. 6th Avenue
Evansville, Ind. 47717

Stowe Adult Center
635 West Seventh Street
Cincinnati, Ohio 45203

Manpower Training Center
2640 East 31st Street
Cleveland, Ohio 44115

Adult Education & School Services Center
52 Starling Street
Columbus, Ohio 43215

Southern Ohio Manpower and Technical Training Center
South and Main Streets
Jackson, Ohio 45640

Mahoning Valley Vocational School
P.O. Box 278
Vienna, Ohio 44473

Garfield Training Center
1340 W. 5th Street
Dayton, Ohio 45407

East St. Louis Center
3360 Missouri Avenue
East St. Louis, Ill. 62205

Carbondale Manpower Training Center
Ordill Area
Southern Illinois University
Carbondale, Ill. 62901

Duluth Comprehensive Facility
1600 London Road
Duluth, Minn. 55812

REGION VI

Fort Worth MDTA Skills Center
1101 West Vickery Boulevard
Fort Worth, Tex. 76104

Texas Lamar Skills Center
1403 Corinth Street
Dallas, Tex. 75201

Houston Independent School District
MDTA-CEP Education Building
2704 Leeland Street
Houston, Tex. 77003

Oklahoma City Skills Center
108 NE. 48th Street
Oklahoma City, Okla. 73105

REGION VII

Manpower Training Skills Center
1333 Washington Boulevard
Kansas City, Kans. 66102

Central Vocational School
324 North Emporia
Wichita, Kans. 67202

Public School's MDTA Area Training Facility
2323 Grand Avenue
Kansas City, Mo. 64108

Des Moines Comprehensive Vocational Facility
2403 Bell Avenue
Des Moines, Iowa 50321

Manpower Training Center
5002 Dodge Street
Omaha, Nebr. 68132

Manpower Training Center
620 North 48th Street
Lincoln, Nebr. 68510

REGION VIII

Denver Manpower Training Center
Community College of Denver
1001 East 62nd Avenue
Denver, Colo. 80216

REGION IX

Maricopa County Skills Center
246 South First Street
Phoenix, Ariz. 85004

Tucson Skills Center
55 N. 6th Avenue
Tucson, Ariz. 85701

Community Skills Center
15020 South Figueroa Street
Gardena (Los Angeles), Calif. 92047

East Los Angeles Skills Center
1230 S. Monterey Pass Road
Monterey Park (Los Angeles), Calif. 91754

Watts Skills Center
840 East–111th Street
Los Angeles, Calif. 90059

Pacoima Skills Center
13299 Louvre Street
Pacoima (Los Angeles), Calif. 91331

East Bay Skills Center
1100–67th Street
Oakland, Calif. 94608

San Francisco Manpower Training Skills Center
1485 Market Street
San Francisco, Calif. 94103

University of Hawaii
Manpower Training Section
1040 South King Street
Honolulu, Hawaii 96814

appendix B
statistical tables

Table Number

A-1 Training opportunities and Federal funds authorized under the MDTA, by fiscal year and by program, 1963-69.

A-2 Estimated MDTA trainee enrollment, completion, and posttraining employment for institutional and on-the-job training programs, by fiscal year, 1963-69.

A-3 Training opportunities authorized and Federal funds obligated for institutional, on-the-job, and part-time MDTA training programs by State and Other Area, for fiscal year 1969.

SELECTED CHARACTERISTICS OF PERSONS ENROLLED IN MDTA

Institutional Training Projects:

B-1 Cumulative through June 1969 and during fiscal years 1969 and 1968, by sex.

B-2 During fiscal years 1969 and 1968, by age.

B-3 During fiscal years 1969 and 1968, by years of school completed.

B-4 During fiscal years 1969 and 1968, by color and sex.

B-5 During fiscal years 1969 and 1968, by duration of pretraining unemployment.

B-6 During fiscal years 1969 and 1968, by type of county of residence and sex.

B-7 During fiscal year 1969, by State and Other Areas.

On-the-Job Training Projects:

B-8 Cumulative through June 1969 and during fiscal years 1969 and 1968, by sex.

B-9 During fiscal year 1969, by age.

B-10 During fiscal year 1969, by State and Other Area.

OCCUPATIONAL CATEGORIES OF TRAINING OR PERSONS ENROLLED IN MDTA INSTITUTIONAL TRAINING

C-1 During fiscal years 1969 and 1968, by sex and color.

C-2 During fiscal years 1969 and 1968, by age and educational attainment.

TRAINEES WHO DROPPED OUT OF MDTA TRAINING

D-1 Selected characteristics of dropouts and completers, during fiscal years 1969 and 1968, by sex.

D-2 Selected characteristics of dropouts during fiscal years 1969 and 1968, by length of time in training.

LABOR FORCE STATUS AND EARNINGS OF PERSONS COMPLETING INSTITUTIONAL MDTA TRAINING DURING FISCAL YEAR 1968

Table Number

E-1 Labor force status of completers of institutional training during fiscal year 1968 and posttraining and pretraining hourly earnings of employed trainees, by sex and color.

E-2 Persons completing institutional training in fiscal year 1968 having had some employment since training, percent still employed, and labor force status at time of last canvass, by State and Other Areas.

E-3 Comparison of pretraining and posttraining earnings of a sample of completers in fiscal year 1968.

E-4 Median earnings and percentage distribution of posttraining hourly earnings by major industry group of employment.

E-5 Median earnings and percentage distribution of posttraining hourly earnings by major occupational group and for selected occupations of training.

TRAINEES ENROLLED IN SKILLS CENTERS

F-1 Selected characteristics of persons enrolled in projects conducted in skills centers and in other than skills centers, fiscal years 1969 and 1968.

F-2 Occupational groups of training in skills centers and other than skills centers, fiscal years 1969 and 1968.

TRAINEES REFERRED TO TRAINING ON AN INDIVIDUAL BASIS

G-1 Selected characteristics by sex and age, during fiscal years 1969 and 1968.

G-2 Occupational categories of training by sex and color, fiscal years 1969 and 1968.

TRAINEES IN HEALTH OCCUPATIONS

H-1 Selected characteristics by sex and age, fiscal year 1969.

H-2 Enrollees by occupational goal and by sex and color, fiscal year 1969.

TABLE A-1. TRAINING OPPORTUNITIES AND FEDERAL FUNDS AUTHORIZED UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT,[1] BY FISCAL YEAR AND BY PROGRAM, 1963-69

Fiscal year	Total	Institutional	On-the-job	Part-time and other training	Concentrated Employment Program (CEP)[2]	Job Opportunities in the Business Sector (JOBS)[2]
Training opportunities authorized:						
Total	1,408,300	847,000	509,400	19,600	(3)	32,300
1969 (Preliminary)	190,800	97,900	67,700	11,700		13,500
1968	239,400	123,600	98,800	7,500		9,500
1967	280,200	126,000	144,500	400		9,300
1966	281,100	163,000	118,100			
1965	231,800	167,100	64,700			
1964	125,800	112,500	13,300			
1963	59,200	56,900	2,300			
Federal funds obligated: (in thousands)						
Total	$1,867,578	$1,352,174	$316,192	$9,459	$102,621	$87,132
1969 (Preliminary)	333,037	[4]196,629	56,429	5,767	31,695	42,517
1968	337,342	218,251	74,571	3,596	20,567	20,357
1967	347,409	215,492	82,659	96	24,904	24,258
1966	365,104	281,710	57,939		25,455	
1965	286,505	249,348	37,157			
1964	142,111	135,525	6,586			
1963	56,070	55,219	851			

[1] Beginning July 1, 1965, includes training opportunities and funds for redevelopment areas under section 241 of the act.
[2] The part of the CEP and JOBS programs financed by MDTA funds.
[3] Training opportunities (slots) are not meaningful for CEP because the CEP approach utilizes a variety of program components -- orientation, basic education, work experience, and other types of job training. An individual may be enrolled in one or several components.
[4] Includes $3,290,000 transferred to BES (OIC and developmental funds).

NOTE: Detail may not add to total due to rounding.

TABLE A-2. Estimated MDTA Trainee Enrollment, Completion, and Posttraining Employment for Institutional and On-the-Job Training Programs, by Fiscal Year, 1963-69.

Activity	Total	Fiscal year						
		1969[1]	1968[2]	1967[2]	1966[2]	1965	1964	1963
				Total				
Enrolled	1,230,400	220,000	241,000	265,000	235,[illegible]00	156,900	77,600	34,100
Completed	840,200	160,000	164,200	192,600	155,700	96,300	51,300	20,100
Employed	658,100	124,000	127,500	153,700	124,000	73,400	39,400	16,100
Employed in training-related job	550,100	101,700	109,900	130,800	102,600	105,100[3]		
				Institutional trainees				
Enrolled	848,400	135,000	140,000	150,000	177,500	145,300	68,600	32,000
Completed	566,700	95,000	91,000	109,000	117,700	88,800	46,000	19,200
Employed	422,300	71,000	64,500	80,000	89,800	66,900	34,800	15,300
Employed in training-related job	333,900	53,000	52,200	63,400	70,800	94,500[3]		
				On-the-job trainees				
Enrolled	382,000	85,000	101,000	115,000	58,300	11,600	9,000	2,100
Completed	272,500	65,000	73,200	83,600	38,000	7,500	5,300	900
Employed	235,800	53,000	63,000	73,700	34,200	6,500	4,600	800
Employed in training-related job	216,200	48,700	57,700	67,400	31,800	10,600[3]		

[1] Preliminary
[2] Revised
[3] Includes placements in training-related employment for fiscal years 1963 and 1964.

NOTE: Detail may not add to total due to rounding.

TABLE A-3. Training Opportunities Authorized and Federal Funds Obligated for Institutional, On-the-Job, and Part-Time MDTA Training Programs by State and Other Areas for Fiscal Year 1969[1]

State	Training opportunities authorized				Federal funds obligated (000)			
	Total	Institutional	OJT	Part-time and other	Total	Institutional	OJT	Part-time and other
U.S. Total	177,300	97,900	67,700	11,700	$258,825	$196,629	$56,429	$5,767
Alabama	3,800	1,700	2,100	(2)	4,115	2,732	1,354	29
Alaska	800	600	200	---	1,416	1,152	264	---
Arizona	1,000	600	300	100	1,614	1,239	340	35
Arkansas	2,800	1,300	1,400	100	3,254	2,429	772	53
California	15,100	10,100	4,900	100	37,031	30,239	6,789	3
Colorado	1,300	700	500	100	2,403	1,677	680	46
Connecticut	5,400	800	4,000	600	4,731	1,037	2,148	1,546
Delaware	700	300	400	---	684	488	196	---
District of Columbia	5,300	2,700	2,600	---	5,512	2,784	2,728	---
Florida	2,700	2,000	700	---	3,911	3,384	527	---
Georgia	4,400	1,800	2,300	300	5,503	3,561	1,769	173
Guam	200	200	(2)	---	179	135	44	---
Hawaii	600	400	(2)	200	631	569	8	54
Idaho	700	400	200	100	1,142	926	137	79
Illinois	10,000	6,500	1,500	2,000	12,089	10,023	1,762	304
Indiana	3,800	1,600	1,700	500	5,392	3,248	1,812	332
Iowa	2,600	1,000	1,200	400	3,910	2,584	1,073	253
Kansas	2,000	1,100	600	300	2,326	1,864	417	45
Kentucky	3,500	1,400	2,100	---	4,923	3,197	1,726	---
Louisiana	2,700	900	1,400	400	4,051	2,814	1,046	191
Maine	1,300	1,000	300	---	1,442	1,188	254	---
Maryland	3,300	1,700	900	700	3,201	2,338	782	81
Massachusetts	4,900	3,300	1,300	300	7,571	5,934	1,227	410
Michigan	4,900	3,200	1,500	200	10,450	9,265	1,068	117
Minnesota	3,100	2,000	1,100	---	4,893	3,918	975	---
Mississippi	3,500	1,100	2,300	100	3,723	2,213	1,489	21
Missouri	3,000	2,200	800	(2)	5,445	4,274	1,135	36
Montana	900	400	500	(2)	1,247	944	299	4
Nebraska	1,500	1,100	300	100	2,177	1,975	196	6
Nevada	500	400	100	---	708	576	132	---
New Hampshire	800	500	300	(2)	962	742	213	7
New Jersey	5,100	3,200	1,900	---	8,747	7,542	1,205	---
New Mexico	1,200	500	700	---	1,205	886	319	---
New York	9,600	6,600	3,000	(2)	21,481	19,132	2,335	14
North Carolina	4,000	2,000	2,000	---	5,499	3,719	1,780	---
North Dakota	900	500	400	---	1,337	988	349	---
Ohio	6,800	4,600	2,100	100	10,756	8,317	2,362	77
Oklahoma	3,100	2,300	700	100	3,314	2,705	589	20
Oregon	1,900	1,200	500	200	2,648	2,156	442	50
Pennsylvania	10,500	7,100	2,200	1,200	13,234	10,797	2,263	174
Puerto Rico	3,600	1,700	1,800	100	4,311	2,891	1,383	37
Rhode Island	600	500	100	(2)	905	803	102	(3)
South Carolina	4,600	1,200	3,200	200	3,412	2,205	1,139	68
South Dakota	600	100	300	200	974	554	256	164
Tennessee	5,800	1,900	3,700	200	5,989	3,690	2,278	21
Texas	6,000	3,500	1,300	1,200	8,004	6,766	875	363
Utah	900	400	500	(2)	1,545	1,061	473	11
Vermont	800	500	300	(2)	717	486	220	11
Virginia	3,800	2,300	1,400	100	3,817	2,913	878	26
Virgin Islands	100	(2)	(2)	100	76	14	9	53
Washington	4,000	1,900	1,100	1,000	4,244	3,068	836	340
West Virginia	1,900	600	1,300	---	2,618	1,555	1,063	---
Wisconsin	3,900	2,100	1,400	400	6,570	4,418	1,640	512
Wyoming	500	200	300	---	785	514	271	---

[1] Exclusive of $74,212,000 MDTA funds used to help finance the Concentrated Employment Program (CEP) and Jobs in the Business Sector (JOBS).
[2] Less than 50 trainees.
[3] Less than $500.

NOTE: Detail may not add to total due to rounding.

TABLE B-1. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects, Cumulative Through June 1969 and During Fiscal Years 1969 and 1968, by Sex

Characteristic	Cumulative Fiscal years 1963-69			Fiscal year 1968			Fiscal year 1969		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Trainees enrolled	848,400	492,100	356,300	135,000	75,600	59,400	140,000	77,000	63,000
Percent	100	58	42	100	56	44	100	55	45
PERCENT OF TOTAL									
Education:									
Less than 8th grade	8	10	4	9	12	5	9	12	6
8th grade	10	12	6	10	12	7	10	13	7
9th-11th grade	37	39	33	39	42	35	41	44	37
12th grade	40	34	49	38	31	46	35	29	42
Over 12th grade	6	4	8	5	3	6	6	3	8
Age: Under 19 years	15	16	14	13	14	11	15	17	13
19-21 years	24	24	23	25	26	24	24	24	23
22-34 years	35	38	32	38	40	36	36	37	34
35-44 years	15	14	18	14	12	16	15	14	17
45 and over	11	9	13	10	8	13	11	9	13
Color:									
White	61	66	56	56	59	52	51	54	47
Negro and other races[1]	39	34	44	44	41	48	49	46	53
Labor force status:									
Unemployed (incl. family farm workers)	85	87	82	80	82	78	80	84	76
Reentrant to labor force	3	1	5	3	3	4	3	1	6
Underemployed	13	12	13	17	16	19	17	15	18
Duration of unemployment:									
Less than 5 weeks	33	38	26	32	38	24	31	36	24
5 - 14 weeks	24	27	19	25	28	20	24	27	20
15 - 26 weeks	14	14	13	14	14	14	16	16	15
27 - 52 weeks	11	10	13	16	12	21	12	10	13
Over 52 weeks	18	11	28	13	8	20	18	10	28
Gainfully employed 3 years or more	59	65	50	55	60	48	55	60	47
Head of family	54	61	45	57	59	53	55	59	50
3 or more dependents	25	31	17	23	27	19	25	29	19
Unemployment insurance claimant	13	18	8	7	10	5	9	12	5
Public assistance recipient	12	9	16	13	9	19	13	9	18
Handicapped	9	12	4	11	15	6	9	13	5
Eligible for allowance	76	83	66	80	85	74	82	88	75

[1] In the program through FY 69, 93 percent were Negro.

NOTE: Detail may not add to 100 due to rounding.

TABLE B-2. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Years 1969 and 1968, by Age

Characteristic	Fiscal year 1969					Fiscal year 1968				
	Total	Age at enrollment				Total	Age at enrollment			
		Under 19	19-21	22-44	45 and over		Under 19	19-21	22-24	45 and over
Trainees enrolled	135,000	17,550	33,750	70,200	13,500	140,000	20,600	32,800	71,300	15,300
Percent	100	13	25	52	10	100	15	24	51	11
PERCENT OF TOTAL										
Sex:										
Male	56	63	57	56	45	55	62	56	55	46
Female	44	37	43	44	55	45	38	44	45	54
Education:										
Less than 8th grade	9	7	4	10	19	9	6	4	10	20
8th grade	10	12	7	10	14	10	12	7	10	14
9th - 11th grade	39	51	42	37	26	41	53	44	38	24
12th grade	38	30	44	38	31	35	29	42	35	27
Over 12th grade	5	(1)	3	5	11	6	(1)	3	6	15
Color:										
White	56	55	51	55	72	51	52	46	50	58
Negro and other races	44	45	49	45	28	49	48	54	50	32
Labor force status:										
Unemployed (inc. family farm workers)	80	83	81	79	78	80	83	82	80	75
Reentrant to labor force	3	2	2	3	6	3	1	1	3	9
Underemployed	17	15	17	18	17	17	16	17	17	16
Duration of unemployment:										
Less than 5 weeks	32	38	36	31	24	31	35	36	29	22
5 - 14 weeks	25	25	27	24	21	24	26	26	24	20
15 - 26 weeks	14	12	14	15	15	16	15	16	16	16
27 - 52 weeks	16	12	14	17	21	12	10	11	12	13
Over 52 weeks	13	13	9	14	20	18	15	12	20	30
Gainfully employed 3 years or more	55	6	19	76	91	55	6	20	78	90
Head of family	57	19	38	72	68	55	16	38	71	65
3 or more dependents	23	1	5	37	24	25	1	6	40	24
Unemployment insurance claimant	7	1	4	10	10	9	1	6	12	12
Public assistance recipient	13	9	8	17	11	13	8	8	16	10
Handicapped	11	6	8	12	19	9	5	7	10	17
Eligible for allowance	80	81	85	78	75	82	84	89	82	75

[1] Less than 0.5 percent

NOTE: Detail may not add to 100 due to rounding.

TABLE B-3. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Years 1969 and 1968, by Years of School Completed

Characteristic	Fiscal year 1969					Fiscal year 1968				
		Years of school completed					Years of school completed			
	Total	Less than 9	9-11	12	Over 12	Total	Less than 9	9-11	12	Over 12
Trainees enrolled	135,000	25,650	52,650	51,300	5,400	140,000	27,000	56,600	48,600	7,800
Percent	100	19	39	38	5	100	19	41	35	6
PERCENT OF TOTAL										
Sex:										
Male	56	71	59	46	40	55	71	60	45	31
Female	44	29	41	54	60	45	29	40	55	69
Age:										
Under 19 years	13	13	16	10	1	15	14	19	12	1
19 - 21 years	25	15	27	29	14	24	13	26	29	12
22 - 44 years	52	55	49	53	60	51	55	48	51	58
45 years and over	10	18	7	8	25	11	19	7	8	29
Color:										
White	56	63	49	58	71	51	58	44	53	72
Negro and other races	44	37	51	42	29	49	42	56	47	28
Labor force status:										
Unemployed (including family farm workers)	80	87	83	75	67	80	86	83	77	64
Reentrant to labor force	3	2	2	4	12	3	2	2	3	19
Underemployed	17	11	15	22	21	17	13	15	21	17
Duration of unemployment:										
Less than 5 weeks	32	34	33	32	24	31	31	31	31	23
5 - 14 weeks	25	24	25	25	19	24	24	25	24	18
15 - 26 weeks	14	14	15	14	14	16	15	16	16	13
27 - 52 weeks	16	15	16	16	20	11	11	11	11	11
Over 52 weeks	13	13	11	13	24	18	19	16	17	36
Gainfully employed 3 years or more	55	67	49	52	69	55	68	49	51	70
Head of family	57	65	58	52	48	55	66	56	50	39
3 or more dependents	23	35	23	18	16	25	38	25	19	16
Unemployment insurance claimant	7	8	7	8	6	9	9	8	10	7
Public assistance recipient	13	16	16	11	5	13	16	15	9	5
Handicapped	11	15	9	10	11	9	14	8	9	8
Eligible for allowance	80	84	82	78	61	82	86	86	83	55

NOTE: Detail may not add to 100 due to rounding.

TABLE B-4. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Years 1969 and 1968, by Color and Sex

Characteristic	Fiscal year 1969							Fiscal year 1968						
	Total	White			Negro and other races[1]			Total	White			Negro and other races[2]		
		Total	Male	Female	Total	Male	Female		Total	Male	Female	Total	Male	Female
Trainees enrolled	135,000	75,600	44,600	31,000	59,400	30,300	29,100	140,000	71,400	42,100	29,300	68,600	35,700	32,900
Percent	100	56	59	41	44	51	49	100	51	59	41	49	52	48
PERCENT OF TOTAL														
Education:														
Less than 8th grade	9	10	13	6	8	10	5	9	10	13	6	8	11	5
8th grade	10	11	14	7	8	10	6	10	12	15	7	8	10	7
9th - 11th grade	39	34	37	30	45	48	41	41	34	39	29	46	50	42
12th grade	38	39	33	49	37	29	45	35	36	31	45	34	27	42
Over 12th grade	5	6	4	9	3	3	3	6	8	4	14	3	3	4
Age: Under 19 years	13	12	13	11	12	15	10	15	14	15	13	14	16	12
19 - 21 years	25	23	24	22	28	28	27	24	21	22	19	26	25	27
22 - 44 years	52	52	53	49	53	51	56	51	50	52	48	53	51	54
45 years and over	10	14	10	19	7	7	7	11	15	11	21	7	8	7
Labor force status:														
Unemployed (including family farm workers)	80	78	79	76	83	86	79	80	78	81	73	83	87	78
Reentrant to labor force	3	4	3	6	2	2	2	3	4	1	9	2	1	2
Underemployed	17	18	18	19	15	13	19	17	18	18	18	16	12	19
Duration of unemployment:														
Less than 5 weeks	32	34	40	25	31	36	24	31	32	37	24	30	34	25
5 - 14 weeks	25	24	28	20	25	28	21	24	24	28	19	25	28	21
15 - 26 weeks	14	14	14	14	15	16	15	16	15	16	14	16	17	16
27 - 52 weeks	16	16	12	22	16	12	21	12	11	10	12	12	11	14
Over 52 weeks	13	12	7	20	13	8	19	18	18	10	32	17	10	25
Gainfully employed 3 years or more	55	58	64	50	50	55	45	55	59	65	51	52	58	45
Head of family	57	56	62	48	57	55	60	55	54	62	42	56	57	56
3 or more dependents	23	23	28	15	24	26	22	25	24	311	15	26	29	22
Unemployment insurance claimant	7	9	11	6	6	8	3	9	11	15	6	7	10	4
Public assistance recipient	13	11	9	15	16	9	24	13	10	9	12	15	9	21
Handicapped	11	15	19	8	6	8	3	9	13	18	7	5	8	3
Eligible for allowance	80	80	85	73	81	86	75	82	81	89	69	86	90	81

[1] In 1969, 90 percent of this group were Negro (87 percent of the men and 93 percent of the women were Negro).
[2] In 1968, 93 percent were Negro (90 percent of the men and 95 percent of the women were Negro).

NOTE: Detail may not add to 100 due to rounding.

TABLE B-5. Selected Characteristics of Unemployed Persons Enrolled in MDTA Institutional Training Projects During Fiscal Years 1969 and 1968, by Duration of Pretraining Unemployment

Characteristic	Fiscal year 1969					Fiscal year 1968				
		Weeks unemployed					Weeks unemployed			
	Total unemployed	Less than 5	5-14	15-26	27 and over	Total unemployed	Less than 5	5-14	15-26	27 and over
Unemployed trainees enrolled	108,000	34,600	27,000	15,100	[1]31,300	112,000	34,700	26,900	17,900	[2]32,500
Percent	100	32	25	14	29	100	31	24	16	29
PERCENT OF TOTAL										
Sex:										
Male	57	68	64	57	38	57	67	65	59	40
Female	43	32	36	43	62	43	33	35	41	60
Education:										
Less than 8th grade	9	10	10	9	10	10	9	10	10	10
8th grade	11	11	11	10	10	10	11	10	10	11
9th - 11th grade	41	41	42	42	39	42	43	44	43	40
12th grade	35	35	35	35	36	33	34	33	34	33
Over 12th grade	4	3	3	4	6	5	3	3	4	7
Age:										
Under 19 years	13	15	13	11	11	15	17	17	14	13
19 - 21 years	26	29	28	26	20	24	28	26	25	18
22 - 44 years	52	49	51	54	55	51	48	49	51	55
45 years and over	10	7	8	10	14	10	7	8	10	15
Color:										
White	54	57	54	51	53	50	52	49	48	50
Negro and other races	46	43	46	49	47	50	48	51	52	50
Gainfully employed 3 years or more	53	54	53	55	50	53	54	53	54	52
Head of family	56	58	57	57	54	55	56	56	55	53
3 or more dependents	24	24	23	23	24	25	24	25	25	26
Unemployment insurance claimant	9	8	14	13	4	11	10	16	15	5
Public assistance recipient	15	7	12	16	26	14	6	11	15	24
Handicapped	11	10	11	12	13	10	9	9	10	12
Eligible for allowance	83	88	87	82	74	86	90	89	87	78

[1] 44 percent were unemployed over 52 weeks
[2] 61 percent were unemployed over 52 weeks

NOTE: Detail may not add to 100 due to rounding.

TABLE B-6. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Years 1969 and 1968, by Type of County of Residence (Rural and Urban) and Sex

Characteristic	Fiscal year 1969						Fiscal year 1968					
	Rural[1]			Urban			Rural[1]			Urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Trainees enrolled	25,650	15,400	10,250	109,350	60,150	49,200	22,400	14,100	8,300	117,600	63,500	54,100
Percent	19	60	40	81	55	45	16	63	37	84	55	45
PERCENT OF TOTAL												
Education:												
Less than 8th grade	10	14	5	9	12	6	14	18	6	9	11	6
8th grade	11	14	6	10	12	7	12	16	7	10	12	7
9th - 11th grade	29	31	26	41	44	37	30	32	27	42	46	38
12th grade	46	38	58	36	29	44	39	32	51	34	28	41
Over 12th grade	4	3	6	5	3	6	5	2	9	6	3	9
Age:												
Under 19 years	12	13	12	13	15	10	14	15	13	15	17	13
19 - 21 years	25	25	25	25	25	24	23	23	22	24	24	23
22 - 44 years	50	51	49	53	52	53	50	51	49	51	51	51
45 years and over	12	11	14	10	8	13	13	12	16	11	9	13
Color:												
White	74	74	74	52	56	48	75	73	78	47	51	43
Negro and other races	26	26	26	48	44	52	25	27	22	53	49	57
Labor force status:												
Unemployed (including family farm workers)	80	81	77	80	82	77	82	86	76	80	84	76
Reentrant to labor force	4	4	4	3	2	4	2	1	5	3	1	6
Underemployed	17	15	19	17	16	19	16	14	19	17	16	18
Duration of unemployment:												
Less than 5 weeks	35	41	25	32	38	24	31	35	24	31	36	24
5 - 14 weeks	26	30	20	24	27	21	25	30	18	24	27	20
15 - 26 weeks	13	12	14	15	15	15	16	16	15	16	16	15
27-52 weeks	15	10	23	16	12	21	11	9	14	11	10	13
Over 52 weeks	11	6	19	13	8	20	17	10	30	18	11	28
Gainfully employed 3 years or more	55	62	44	55	60	49	57	63	46	55	60	48
Head of family	57	65	46	56	58	55	58	67	44	54	57	50
3 or more dependents	25	31	17	23	26	19	29	36	17	24	28	19
Unemployment insurance claimant	8	10	4	8	10	5	9	11	5	9	13	5
Public assistance recipient	8	6	12	15	10	21	8	6	10	14	10	18
Handicapped	13	18	6	10	14	6	12	16	6	9	13	5
Eligible for allowance	82	86	77	80	85	73	82	88	72	83	89	76

[1]Counties with no city or town having 2,500 or more population were considered rural.

NOTE: Detail may not add to 100 due to rounding.

TABLE B-7. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Year 1969, by State and Other Area

State	Trainees enrolled	Percent							
		Male	White	Head of Family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. Total	135,000	56	56	57	19	43	38	10	43
Alabama	2,700	49	48	58	14	48	36	10	49
Alaska	500	50	42	46	27	48	34	5	33
Arizona	1,600	51	64	69	34	30	32	9	39
Arkansas	900	50	76	63	26	51	35	18	46
California	13,500	71	53	63	18	37	32	10	48
Colorado	1,800	53	84	72	16	43	34	7	38
Connecticut	3,300	57	62	48	39	26	38	10	41
Delaware	300	53	46	34	19	41	38	13	58
District of Columbia	1,000	42	7	72	14	48	31	9	44
Florida	2,600	50	49	62	14	47	35	13	39
Georgia	2,600	41	49	55	14	53	37	10	45
Guam	100	16	3	0	0	90	99	0	4
Hawaii	600	44	17	39	17	43	38	7	52
Idaho	400	38	86	78	17	47	23	14	46
Illinois	5,500	38	50	50	11	52	43	11	50
Indiana	3,400	43	47	65	18	35	37	9	44
Iowa	1,200	63	81	63	19	41	38	12	42
Kansas	2,200	48	65	74	14	48	30	14	44
Kentucky	3,300	61	64	54	15	47	50	5	52
Louisiana	2,200	74	35	51	23	42	43	9	37
Maine	1,000	30	97	43	23	41	41	16	48
Maryland	2,200	31	26	50	14	38	42	9	56
Massachusetts	4,500	49	77	51	25	37	33	17	42
Michigan	6,000	42	42	66	10	54	36	11	48
Minnesota	2,000	60	82	48	11	49	42	12	43
Mississippi	1,500	73	35	69	40	30	37	14	33
Missouri	3,000	58	61	63	22	39	32	13	41
Montana	500	54	62	89	27	32	31	10	40
Nebraska	1,600	58	75	73	13	49	34	14	36
Nevada	400	54	70	50	3	72	32	11	53
New Hampshire	700	57	99	39	15	56	41	11	29
New Jersey	10,600	59	35	54	21	31	34	10	39
New Mexico	800	32	75	47	5	67	50	4	42
New York	9,500	58	43	52	14	30	54	7	42
North Carolina	2,000	61	40	51	19	55	39	13	29
North Dakota	500	70	79	63	32	35	35	12	36
Ohio	5,500	61	53	37	12	45	51	6	40
Oklahoma	1,500	69	59	62	18	43	25	12	38
Oregon	1,700	44	87	61	9	61	26	17	45
Pennsylvania	6,000	62	63	50	11	53	37	11	48
Puerto Rico	2,000	77	71	57	28	46	41	4	55
Rhode Island	900	65	79	56	24	40	38	8	35
South Carolina	1,800	53	48	45	25	46	34	12	39
South Dakota	400	40	85	53	16	55	41	13	45
Tennessee	2,500	62	62	52	15	58	43	8	45
Texas	7,000	52	56	67	29	34	29	11	33
Utah	500	43	95	71	5	70	28	17	56
Vermont	400	53	100	67	43	32	35	19	44
Virginia	2,500	49	65	55	23	52	42	10	41
Virgin Islands	100	34	6	32	26	56	46	3	81
Washington	2,000	52	83	67	11	60	26	14	60
West Virginia	700	54	91	64	15	55	28	15	56
Wisconsin	2,500	59	59	49	17	40	37	10	47
Wyoming	400	59	89	81	12	56	27	20	50

NOTE: Detail may not add to total due to rounding.

TABLE B-8. Selected Characteristics of Persons Enrolled in MDTA On-the-Job Training Projects Cumulative Through June 1969 and During Fiscal Years 1969 and 1968, by Sex

Characteristic	Cumulative Fiscal years 1963-69			Fiscal year 1969			Fiscal year 1968		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Trainees enrolled	382,000	259,800	122,200	85,000	55,300	29,700	101,000	68,700	32,300
Percent	100	68	32	100	65	35	100	68	32
PERCENT OF TOTAL									
Education:									
Less than 8th grade	7	7	6	8	9	6	7	8	6
8th grade	9	9	8	9	9	8	9	9	8
9th - 11th grade	32	31	36	35	35	36	34	33	36
12th grade	46	46	45	43	41	45	44	44	45
Over 12th grade	7	8	6	6	6	6	6	7	6
Age: Under 19 years	13	14	11	11	12	10	12	13	10
19-21 years	23	24	21	25	26	23	24	24	22
22-34 years	41	42	37	41	41	39	40	41	38
35-44 years	13	11	18	13	12	17	13	12	17
45 and over	10	9	13	10	9	12	11	10	12
Color:									
White	69	73	60	61	65	53	64	69	54
Negro and other races[1]	31	27	40	39	35	47	36	31	46
Labor force status:									
Unemployed (including family farm workers)	66	64	69	73	72	74	67	66	70
Reentrant to labor force	3	2	7	3	2	6	3	2	7
Underemployed	31	35	24	24	26	20	30	33	23
Duration of unemployment:									
Less than 5 weeks	43	50	29	40	48	27	41	48	28
5 - 14 weeks	23	25	19	24	26	20	23	25	19
15 - 26 weeks	12	11	13	12	11	13	12	12	14
27 - 52 weeks	9	7	13	13	9	20	9	7	12
Over 52 weeks	14	8	26	11	6	20	15	8	26
Gainfully employed 3 years or more	58	63	47	55	60	45	58	63	47
Head of family	52	62	30	53	64	35	54	63	35
3 or more dependents	23	28	13	23	28	14	24	28	14
Unemployment insurance claimant	6	7	3	5	6	3	6	7	4
Public assistance recipient	4	3	7	5	4	8	5	4	8
Handicapped	5	6	3	6	7	3	6	7	3
Eligible for allowance	19	21	17	19	21	15	24	25	23

[1] In the OJT program through fiscal year 1969, 92 percent of this group were Negro.

NOTE: Percents may not add to 100 due to rounding.

TABLE B-9. Selected Characteristics of Persons Enrolled in MDTA On-the-Job Training Projects During Fiscal Year 1969, by Age

Characteristic	Total	Age at enrollment			
		Under 19	19-21	22-44	45 and over
Trainees enrolled	85,000	9,350	21,250	45,900	8,500
Percent	100	11	25	54	10
PERCENT OF TOTAL					
Sex:					
Male	65	70	68	64	58
Female	35	30	32	36	42
Education:					
Less than 8th grade	8	3	3	8	19
8th grade	9	6	5	9	20
9th - 11th grade	35	42	34	35	29
12th grade	43	48	50	41	26
Over 12th grade	6	2	8	6	6
Color:					
White	61	65	59	59	70
Negro and other races	39	35	41	41	30
Labor force status:					
Unemployed (including family farm workers)	73	78	78	71	60
Reentrant to labor force	3	4	3	3	4
Underemployed	24	18	19	25	36
Duration of unemployment:					
Less than 5 weeks	40	42	42	40	32
5 - 14 weeks	24	22	24	24	24
15 - 26 weeks	12	8	12	12	14
27 - 52 weeks	13	12	13	13	16
Over 52 weeks	11	15	9	11	15
Gainfully employed 3 years or more	55	6	22	74	89
Head of family	53	19	37	65	71
3 or more dependents	23	2	6	35	26
Unemployment insurance claimant	5	1	3	6	7
Public assistance recipient	5	4	4	7	5
Handicapped	6	5	5	6	9
Eligible for allowance	19	22	21	18	16

NOTE: Percents may not add to 100 due to rounding.

TABLE B-10. Selected Characteristics of Persons Enrolled in MDTA On-the-Job Training Projects During Fiscal Year 1969, by State and Other Area

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. Total	85,000	65	61	53	17	49	36	10	36
Alabama	1,000	70	62	59	26	37	32	12	40
Alaska	[1]	---	---	---	---	---	---	---	---
Arizona	700	74	66	60	16	55	35	9	21
Arkansas	1,600	54	79	49	17	49	34	7	38
California	9,800	74	60	56	15	50	38	8	40
Colorado	700	62	85	57	15	45	32	7	44
Connecticut	2,000	64	62	40	16	49	43	6	35
Delaware	500	51	67	43	19	37	35	16	52
District of Columbia	800	79	42	60	5	71	36	5	18
Florida	1,400	82	66	68	14	47	35	11	23
Georgia	2,600	52	53	54	19	43	36	7	39
Guam	[1]	---	---	---	---	---	---	---	---
Hawaii	[1]	---	---	---	---	---	---	---	---
Idaho	200	65	95	76	19	37	40	17	45
Illinois	3,000	71	47	51	12	44	40	9	39
Indiana	2,100	70	82	55	9	54	45	6	45
Iowa	400	87	85	69	18	51	38	10	32
Kansas	400	68	84	77	8	58	32	11	33
Kentucky	1,900	67	81	51	24	43	42	9	40
Louisiana	3,400	72	44	44	8	66	47	4	17
Maine	700	85	97	62	16	58	36	12	20
Maryland	900	68	44	42	26	36	44	8	40
Massachusetts	1,900	51	64	42	18	46	36	12	29
Michigan	3,000	64	48	64	15	45	36	9	38
Minnesota	1,700	59	78	55	12	55	34	14	47
Mississippi	1,800	80	66	66	22	46	31	12	28
Missouri	1,600	66	36	54	13	40	36	8	41
Montana	300	78	75	90	20	50	22	15	31
Nebraska	200	96	85	71	5	75	37	5	40
Nevada	300	67	63	50	6	57	25	15	41
New Hampshire	100	94	100	57	14	58	35	12	41
New Jersey	5,100	47	48	45	20	45	32	16	34
New Mexico	500	35	34	54	37	31	25	6	24
New York	9,300	62	53	60	18	46	31	14	36
North Carolina	2,000	79	64	49	21	46	42	7	19
North Dakota	200	88	94	41	23	44	44	4	45
Ohio	2,500	75	40	49	8	51	36	6	41
Oklahoma	600	69	81	61	12	56	25	15	37
Oregon	900	48	82	45	14	61	30	18	47
Pennsylvania	5,800	54	53	45	11	53	38	13	42
Puerto Rico	800	38	70	52	13	61	57	3	75
Rhode Island	200	66	85	58	25	43	31	8	39
South Carolina	1,800	52	66	42	25	35	39	8	49
South Dakota	500	77	77	63	25	45	26	18	42
Tennessee	3,000	68	73	57	27	40	29	13	28
Texas	3,300	82	76	61	18	53	36	8	20
Utah	200	92	95	69	7	52	40	19	39
Vermont	200	80	100	68	17	61	36	13	16
Virginia	700	74	64	57	29	36	32	11	34
Virgin Islands	100	27	24	31	64	8	29	4	74
Washington	500	55	89	50	13	59	40	15	51
West Virginia	600	50	97	54	17	55	34	9	53
Wisconsin	1,200	63	87	36	9	66	40	12	32
Wyoming	-0-	---	---	---	---	---	---	---	---

[1] Less than 50 enrollees.

NOTE: Detail may not add to total due to rounding.

TABLE C-1. Occupational Categories of Training of Persons Enrolling in MDTA Institutional Training During Fiscal Years 1969 and 1968, by Sex and Color

Occupational category	Fiscal year 1969					Fiscal year 1968				
	Total	Sex		Color		Total	Sex		Color	
		Male	Female	White	Negro and other races		Male	Female	White	Negro and other races
Total reporting occupation	100	55	45	59	41	100	55	45	58	42
PERCENT OF TOTAL										
Professional, technical, and managerial	14	6	24	17	9	15	6	27	20	9
Clerical and sales	25	4	50	22	28	20	3	42	18	24
Service	12	7	19	10	15	15	8	23	12	19
Farming, fishing, and forestry	2	3	(1)	2	1	1	2	(1)	2	1
Processing	(1)	1	(1)	(1)	(1)	1	1	(1)	(1)	1
Machine trades	23	40	1	24	22	22	39	2	23	21
Bench work	5	5	4	4	6	5	6	5	4	6
Structural work	17	31	1	19	16	18	32	2	19	18
Miscellaneous occupations	2	4	(1)	2	2	2	3	(1)	2	2

[1] Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

TABLE C-2. Occupational Categories of Training of Persons Enrolled in MDTA Institutional Training During Fiscal Years 1969 and 1968, by Age and Educational Attainment

Occupational category	Total	Age at enrollment					Years of school completed				
		Under 19	19-21	22-34	35-44	45 and over	Under 8	8	9-11	12	Over 12
1969											
Total, occupation reported	100	11	25	39	14	11	6	9	36	44	5
PERCENT OF TOTAL											
Professional, technical, and managerial	14	9	11	12	20	26	2	2	6	20	48
Clerical and sales	25	25	29	24	21	20	4	9	21	35	23
Service	12	12	11	12	14	18	17	17	15	9	5
Farming, fishing, and forestry	2	1	1	1	2	5	11	3	1	1	1
Processing	(1)	(1)	(1)	(1)	(1)	(1)	1	(1)	1	(1)	(1)
Machine trades	23	29	24	23	19	14	27	33	27	18	11
Bench work	5	3	4	5	6	5	7	6	6	4	3
Structural occupations	18	20	18	19	15	11	28	26	20	13	8
Miscellaneous occupations	2	2	2	3	2	2	3	3	3	1	2
1968											
Total, occupation reported	100	15	24	36	15	11	6	9	38	40	7
PERCENT OF TOTAL											
Professional, technical, and managerial	15	9	10	13	23	30	1	3	6	21	62
Clerical and sales	20	21	26	19	16	15	4	8	18	29	16
Service	15	15	15	14	15	17	21	20	18	12	4
Farming, fishing, and forestry	1	1	1	1	2	4	7	3	1	1	1
Processing	1	(1)	1	1	1	(1)	1	1	1	(1)	(1)
Machine trades	22	26	23	24	19	15	32	30	26	18	7
Bench work	5	5	4	6	6	5	7	6	6	4	3
Structural occupations	18	22	19	20	15	12	25	27	22	14	6
Miscellaneous occupations	2	1	1	2	2	2	3	2	2	1	1

[1] Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

TABLE D-1. Selected Characteristics of Trainees who Dropped Out of MDTA Institutional Training Projects and of Those Who Completed Training During Fiscal Years 1969 and 1968, by Sex

Characteristic	Fiscal year 1969						Fiscal year 1968					
	Dropouts			Completers			Dropouts			Completers		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	100	60	40	100	51	49	100	66	34	100	51	49
PERCENT OF TOTAL												
Education:												
Less than 8th grade	9	11	5	7	10	4	8	10	5	8	11	5
8th grade	10	12	6	9	12	6	11	14	7	9	12	7
9th - 11th grade	43	46	40	35	37	33	48	49	44	37	40	34
12th grade	35	29	46	42	37	47	30	25	39	39	33	45
Over 12th grade	3	2	4	7	4	9	3	2	5	7	4	10
Age:												
Under 19 years	16	17	15	14	14	13	19	20	18	13	14	12
19 - 21 years	27	27	28	24	24	23	27	27	28	22	23	22
22 - 34 years	38	39	36	36	39	32	34	36	31	36	38	33
35 - 44 years	12	11	13	15	14	17	12	11	13	16	15	18
45 years and over	7	6	8	11	8	14	8	7	10	13	10	15
Color:												
White	56	58	51	58	66	50	53	55	49	53	57	49
Negro and other races	44	42	49	42	34	50	47	45	51	47	43	51
Labor force status:												
Unemployed (including family farm workers)	80	82	77	76	76	76	83	86	78	78	81	74
Reentrant to labor force	2	1	3	5	3	6	2	1	4	4	1	7
Underemployed	18	17	21	19	21	18	15	13	17	18	17	19
Duration of unemployment:												
Less than 5 weeks	35	40	27	34	42	25	33	38	24	31	37	25
5 - 14 weeks	24	27	18	22	25	19	26	28	21	23	27	19
15 - 26 weeks	13	13	14	13	13	13	15	15	16	16	16	15
27 - 52 weeks	11	10	13	11	10	12	11	10	13	12	10	13
Over 52 weeks	17	10	28	21	11	32	14	9	26	19	10	28
Gainfully employed 3 years or more	51	57	41	55	62	48	50	56	38	56	64	49
Head of family	60	61	59	56	61	49	53	55	48	55	61	48
3 or more dependents	24	27	20	23	29	17	22	25	16	25	32	19
Unemployment insurance claimant	6	8	3	8	11	4	9	11	4	10	14	5
Public assistance recipient	15	10	24	12	9	16	13	9	20	12	8	16
Handicapped	10	13	5	10	14	6	11	13	6	9	13	5
Eligible for allowance	81	85	76	76	80	71	85	90	76	81	88	74

NOTE: Percents may not add to 100 due to rounding.

TABLE D-2. Selected Characteristics of Dropouts From MDTA Institutional Training During Fiscal Years 1969 and 1968, by Length of Time in Training

Characteristic	Fiscal year 1969				Fiscal year 1968			
		Weeks enrolled				Weeks enrolled		
	Total dropouts	2 weeks or less	Over 2 to 12 weeks	Over 12 weeks	Total dropouts	2 weeks or less	Over 2 to 12 weeks	Over 12 weeks
Total	100	13	55	32	100	27	57	16
PERCENT OF TOTAL								
Education:								
Less than 8th grade	9	10	7	10	8	9	8	9
8th grade	10	10	11	8	11	12	11	11
9th - 11th grade	43	49	47	35	48	50	49	40
12th grade	35	29	32	44	30	26	29	37
Over 12th grade	3	3	3	3	3	4	3	4
Age:								
Under 19 years	16	17	17	15	19	19	20	18
19 - 21 years	27	25	28	28	27	28	27	27
22 - 44 years	50	50	50	48	46	45	46	48
45 years and over	7	8	6	9	8	7	8	8
Color:								
White	56	48	54	61	53	54	51	58
Negro and other races	44	52	46	39	47	46	49	42
Labor force status:								
Unemployed (including family farm workers)	80	81	80	79	83	84	84	81
Reentrant to labor force	2	2	2	1	2	2	2	2
Underemployed	18	16	18	20	15	14	14	17
Duration of unemployment:								
Less than 5 weeks	35	37	35	36	33	34	33	33
5 - 14 weeks	24	22	25	23	26	26	25	27
15 - 26 weeks	13	12	14	13	15	15	16	15
27 - 52 weeks	11	11	11	11	11	11	11	12
Over 52 weeks	17	18	16	18	14	14	14	13
Gainfully employed 3 years or more	51	52	51	50	50	49	50	52
Head of family	60	62	60	59	53	51	53	55
3 or more dependents	24	22	25	23	22	20	22	25
Unemployment insurance claimant	6	6	5	7	9	8	8	10
Public assistance recipient	15	7	17	13	13	13	13	12
Handicapped	10	9	10	10	11	11	11	11
Eligible for allowance	81	76	80	86	85	82	86	88

NOTE: Percents may not add to 100 due to rounding.

TABLE E-1. Labor Force Status Reported by a Sample of Persons Who Completed Institutional MDTA Training During Fiscal Year 1968 and Posttraining and Pretraining Straight Time Average Hourly Earnings of Employed Trainees, by Sex and Color

Labor force status and hourly earnings	Total trainees[1]			White			Negro and other races		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total reporting status	38,600	18,000	20,600	22,900	11,400	11,500	13,700	5,700	8,000
Percent	100	47	53	59	50	50	36	42	58
PERCENT OF TOTAL									
Labor force status:									
Employed	71	75	68	74	78	70	66	68	65
Unemployed	21	20	21	17	17	18	26	26	26
Withdrawn from labor force	9	6	11	9	5	12	8	6	9
Keeping house	2	(4)	4	3	(4)	6	1	(4)	2
In school	1	1	1	1	1	1	1	1	1
Illness	2	1	2	2	1	2	2	1	2
Other	3	3	3	3	3	3	4	4	3
Employed trainees:									
Posttraining hourly earnings[2]:									
Less than $1.25	3	2	5	3	2	4	5	2	7
$1.25 - $1.49	7	3	10	6	3	8	10	4	14
1.50 - 1.74	21	14	28	18	12	25	25	16	32
1.75 - 1.99	14	10	17	13	10	16	15	11	18
2.00 - 2.24	15	15	14	14	14	15	14	15	14
2.25 - 2.49	10	12	8	10	12	8	9	13	7
2.50 - 2.99	15	23	8	17	24	10	12	21	5
3.00 and over	16	22	11	20	24	15	10	19	3
Median earnings	$2.09	$2.40	$1.86	$2.19	$2.45	$1.96	$1.92	$2.31	$1.73
Pretraining hourly earnings[3]:									
Less than $1.25	19	11	27	17	10	24	22	12	30
$1.25 - $1.49	23	16	29	20	15	27	27	20	33
1.50 - 1.74	19	17	21	19	17	21	19	19	20
1.75 - 1.99	10	11	8	10	10	9	10	12	8
2.00 - 2.24	10	12	7	11	12	9	8	12	5
2.25 - 2.49	5	8	3	6	7	3	4	8	2
2.50 - 2.99	8	13	3	10	14	4	6	12	2
3.00 and over	7	12	2	9	15	4	4	7	1
Median earnings	$1.61	$1.88	$1.45	$1.68	$1.96	$1.49	$1.51	$1.75	$1.40

[1]Number reporting labor force status. Includes 2,000 persons for whom color was not reported.
[2]Percent distribution based on 25,700 employed graduates reporting posttraining earnings.
[3]Percent distribution based on 23,600 employed graduates reporting pretraining earnings.
[4]Less than 0.5 percent.

NOTE: Detail may not add to 100 due to rounding.

TABLE E-2. Persons Completing Institutional Training in Fiscal Year 1968 Having Had Some Employment Since Training, Percent Still Employed, and Labor Force Status at Time of Last Canvass, by State and Other Area

State	Graduates reporting status	Some employment since training	Percent still employed	Status in week of last contact		
				Employed	Unemployed	No longer in labor force
U.S. Total	38,600	84%	85%	71%	21%	9%
Alabama	760	75	83	62	33	5
Alaska	120	90	73	66	25	9
Arizona	270	82	78	64	24	12
Arkansas	520	94	94	88	8	4
California	4,140	82	79	65	25	10
Colorado	300	85	87	73	18	9
Connecticut	840	85	85	73	20	7
Delaware	150	89	79	71	15	14
District of Columbia	(1)	---	---	---	---	---
Florida	760	78	82	64	22	14
Georgia	650	88	87	76	18	6
Guam	(1)					
Hawaii	190	88	77	68	24	8
Idaho	110	88	87	76	20	4
Illinois	2,350	83	87	72	17	11
Indiana	940	87	86	75	17	8
Iowa	430	87	86	75	19	6
Kansas	470	83	78	65	27	8
Kentucky	430	90	92	83	11	6
Louisiana	950	71	77	55	34	11
Maine	510	87	77	67	21	12
Maryland	930	81	90	73	20	8
Massachusetts	620	89	87	78	11	11
Michigan	810	82	89	73	20	8
Minnesota	860	87	86	75	12	13
Mississippi	590	75	85	64	34	2
Missouri	1,010	74	87	64	29	7
Montana	240	91	73	67	26	7
Nebraska	230	84	82	69	28	4
Nevada	140	72	87	62	18	20
New Hampshire	370	94	84	79	6	15
New Jersey	1,620	84	83	70	20	11
New Mexico	220	88	86	76	16	8
New York	1,580	87	88	76	19	5
North Carolina	790	84	81	68	25	7
North Dakota	240	84	84	71	18	11
Ohio	2,760	85	85	72	21	7
Oklahoma	910	86	96	82	13	5
Oregon	700	86	79	68	19	13
Pennsylvania	2,740	87	90	78	14	8
Puerto Rico	370	78	83	65	32	3
Rhode Island	200	90	93	84	10	7
South Carolina	650	74	83	62	27	12
South Dakota	(1)	—	—	—	—	—
Tennessee	650	83	89	74	21	5
Texas	1,570	85	34	71	23	6
Utah	220	74	83	62	23	16
Vermont	110	81	83	67	16	17
Virginia	590	87	89	77	16	7
Virgin Islands	NA	NA	NA	NA	NA	NA
Washington	910	79	78	62	25	13
West Virginia	330	78	93	73	25	2
Wisconsin	650	90	87	78	17	5
Wyoming	(1)	—	—	—	—	—

[1] Less than 100 trainee reports

NOTE: Detail may not add to total due to rounding.

TABLE E-3. Comparison of Pretraining and Posttraining Earnings[1] of a Sample of MDTA Institutional Training Graduates of Fiscal Year 1968

Straight time average hourly earnings before training[2]	Total	Straight time average hourly earnings after training							
		Less than $1.25	$1.25-$1.49	$1.50-$1.74	$1.75-$1.99	$2.00-$2.24	$2.25-$2.49	$2.50-$2.99	$3.00 and over
Total number	21,036	727	1,361	4,154	2,881	3,098	2,094	3,298	3,423
Less than $1.25	3,981	447	642	1,218	558	457	191	244	224
$1.25 - $1.49	4,830	169	472	1,478	903	718	388	418	284
1.50 - 1.74	3,964	55	134	831	705	765	490	565	419
1.75 - 1.99	1,976	17	53	260	279	404	276	392	295
2.00 - 2.24	1,999	18	27	176	206	309	290	510	463
2.25 - 2.49	1,046	6	14	66	82	136	145	316	281
2.50 - 2.99	1,739	10	7	77	97	195	193	534	626
3.00 and over	1,501	5	12	48	51	114	121	319	831
Percent distribution of earnings after training of persons in each pretraining earnings group:									
Total	100	4	7	20	14	15	10	16	16
Less than $1.25	100	11	16	31	14	12	5	6	6
$1.25 - $1.49	100	4	10	31	19	15	8	9	6
1.50 - 1.74	100	1	3	21	18	19	12	14	11
1.75 - 1.99	100	1	3	13	14	20	14	20	15
2.00 - 2.24	100	1	1	9	10	16	15	26	23
2.25 - 2.49	100	1	1	6	8	13	14	30	27
2.50 - 2.99	100	1	(3)	4	6	11	11	31	36
3.00 and over	100	(3)	1	3	3	8	8	21	55
Percent distribution of pretraining earnings of persons in each posttraining earnings group:									
Total	100	100	100	100	100	100	100	100	100
Less than $1.25	19	62	47	29	19	15	9	7	7
$1.25 - $1.49	23	23	35	36	31	23	19	13	8
1.50 - 1.74	19	8	10	20	25	25	23	17	12
1.75 - 1.99	9	2	4	6	10	13	13	12	9
2.00 - 2.24	10	3	2	4	7	10	14	16	14
2.25 - 2.49	5	1	1	2	3	4	7	10	8
2.50 - 2.99	8	1	1	2	3	6	9	16	18
3.00 and over	7	1	1	1	2	4	6	10	24

[1] Includes only those graduates reporting both pretraining and posttraining earnings.
[2] Earnings on last regular job.
[3] Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

TABLE E-4. Median Earnings and Percentage Distribution of Posttraining Straight Time Average Hourly Earnings of Employed Fiscal Year 1968 Graduates of MDTA Institutional Training Courses by Major Industry Group of Employment

Major industry group	Employed graduates			Posttraining earnings reported (percentage distribution)								
	Number	Percent	Median earnings	Total	Less than $1.25	$1.25-$1.49	$1.50-$1.74	$1.75-$1.99	$2.00-$2.24	$2.25-$2.49	$2.50-$2.99	$3.00 and over
Total reporting industry and earnings	24,572	100	$2.05	100	3	7	21	14	15	10	15	16
Agriculture, forestry, fishing	413	2	2.63	100	10	14	48	11	9	2	3	4
Mining	185	1	Over 3.00	100	--	2	7	5	7	7	17	56
Construction	922	4	2.74	100	(1)	1	11	9	12	8	18	41
Manufacturing	7,536	31	2.39	100	(1)	1	16	12	14	13	24	20
Transportation and public utilities	652	3	2.33	100	1	2	14	13	18	8	17	28
Wholesale and retail trade	3,183	13	1.73	100	7	11	33	15	13	7	8	5
Finance, insurance, real estate	631	3	1.85	100	1	3	33	30	20	5	6	2
Services	8,795	36	1.98	100	5	11	21	13	15	9	11	15
Other	2,255	9	1.96	100	4	11	18	20	18	9	12	8

[1] Less than 0.5 percent.

NOTE: Detail may not add to 100 due to rounding.

TABLE E-5. Median Earnings and Percentage Distribution of Posttraining Straight Time Average Hourly Earnings of Employed Fiscal Year 1968 Graduates of MDTA Institutional Training Courses by Major Occupational Group of Training and Selected Occupations

Occupational group and selected occupations of training	Employed graduates			Posttraining earnings (percentage distribution)								
	Total	Percent	Median earnings	Total	Less than $1.25	$1.25-$1.49	$1.50-$1.74	$1.75-$1.99	$2.00-$2.24	$2.25-$2.49	$2.50-$2.99	$3.00 and over
Total reporting posttraining earnings and occupation of training	23,755	100	$2.12	100	3	7	21	14	15	10	15	16
Professional, technical and managerial	4,388	19	2.54	100	1	2	7	9	15	14	21	31
Nurse, licensed practical	1.854	8	2.20	100	1	3	9	17	26	24	15	5
Draftsman	357	2	2.53	100	2	1	8	7	16	14	38	15
Clerical and sales occupations	4,889	21	1.84	100	3	7	31	24	19	8	6	2
Stenographer	1,068	5	1.83	100	3	8	31	25	18	8	5	2
Typist	1,435	6	1.91	100	2	6	26	26	24	9	6	2
Clerk	878	4	1.80	100	3	7	36	24	16	8	5	2
Service occupations	3,785	16	1.64	100	9	21	37	15	10	3	4	2
Hospital (nurse aide and ward attendant)	2,401	10	1.61	100	9	24	39	16	8	2	2	(1)
Food preparation and services	569	2	1.64	100	11	21	33	12	11	4	5	4
Farm, fishery and forestry	322	1	1.69	100	4	7	50	12	12	7	3	6
Processing occupations	81	(1)	2.18	100	6	7	14	11	16	11	25	10
Machine trades occupations	4,432	19	2.37	100	2	3	13	10	16	14	25	18
Production machine operators	1,379	6	2.47	100	(1)	1	7	9	17	17	29	19
Auto mechanic	1,220	5	2.15	100	2	4	18	14	19	11	18	14
Bench work occupations	1,154	5	1.80	100	4	5	37	19	11	7	10	7
Electric assembler	334	1	1.72	100	2	3	52	22	8	8	3	2
Structural occupations	4,283	18	2.64	100	1	2	8	8	13	11	25	32
Welders	2,378	10	2.74	100	1	2	6	7	11	11	28	35
Auto body repairman	482	2	2.17	100	2	2	18	12	24	14	13	15
Miscellaneous occupations	421	2	2.79	100	1	1	12	10	10	8	16	43

[1] Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

TABLE F-1. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects Conducted in Skills Centers and in Other Than Skills Centers During Fiscal Years 1969 and 1968

Characteristic	Skills centers		Other than skills centers	
	FY-69	FY-68	FY-69	FY-68
Trainees enrolled	22,950	18,200	112,050	121,800
Percent of fiscal year enrollment	17	13	83	87
PERCENT OF TOTAL				
Sex:				
Male	61	59	55	55
Female	39	41	45	45
Education:				
Less than 8th grade	8	9	9	9
8th grade	10	9	10	10
9th - 11th grade	46	48	37	40
12th grade	33	32	39	35
Over 12th grade	3	3	5	6
Age:				
Under 19 years	15	19	12	14
19 - 21 years	28	27	24	23
22 - 44 years	49	47	53	51
45 years and over	8	8	11	11
Color:				
White	45	45	58	52
Negro and other races	55	55	42	48
Labor force status:				
Unemployed (including family farm workers)	85	88	79	79
Reentrant to labor force	2	1	4	4
Underemployed	14	12	18	17
Duration of unemployment:				
Less than 5 weeks	31	30	33	31
5 - 14 weeks	26	24	24	24
15 - 26 weeks	15	16	14	15
27 - 52 weeks	19	13	15	11
Over 52 weeks	10	18	13	18
Gainfully employed 3 years or more:	48	49	56	55
Head of family	52	50	57	55
3 or more dependents	20	23	24	25
Unemployment insurance claimant	7	9	7	9
Public assistance recipient	15	13	13	13
Handicapped	9	8	11	10
Eligible for allowance	87	93	79	81

NOTE: Percents may not add to 100 due to rounding.

TABLE F-2. Occupational Groups of Training in Skills Centers and in Other Than Skills Centers During Fiscal Years 1969 and 1968 (percentage distribution)

Occupational category	Fiscal year 1969		Fiscal year 1968	
	Skills centers	Other than skills centers	Skills centers	Other than skills centers
Total reporting occupation	100%	100%	100%	100%
Professional, technical and managerial	5	15	7	16
Clerical and sales	37	24	23	20
Service	12	12	15	15
Farming, fishing, and forestry	1	2	1	1
Processing	1	(1)	1	1
Machine trades	21	22	24	23
Bench work	4	5	5	5
Structural occupations	18	17	25	18
Miscellaneous occupations	1	3	(1)	2

[1] Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

TABLE G-1. Selected Characteristics of a Sample of Persons Referred to MDTA Institutional Training on an Individual Basis During Fiscal Years 1969 and 1968, by Sex and Age

Characteristic	Fiscal year 1969							Fiscal year 1968						
		Sex		Age at enrollment					Sex		Age at enrollment			
	Total	Male	Female	Under 19	19-21	22-44	45 and over	Total	Male	Female	Under 19	19-21	22-44	45 and over
Trainees enrolled	6,980	2,650	4,330	670	1,680	3,970	660	6,000	2,500	3,500	600	1,300	3,200	900
Percent	100	38	62	10	24	57	9	100	44	56	10	23	53	14
PERCENT OF TOTAL														
Education:														
Less than 8th grade	2	3	1	2	1	2	3	3	5	1	1	1	3	5
8th grade	5	6	4	6	3	5	8	7	10	5	6	5	8	9
9th - 11th grade	29	27	30	31	27	30	27	33	35	32	39	34	33	28
12th grade	58	55	61	61	65	56	50	50	42	57	55	56	48	46
Over 12th grade	6	9	5	(1)	4	7	12	7	8	6	0	4	8	12
Color:														
White	71	78	67	78	68	69	81	74	81	69	79	71	72	85
Negro and other races	29	22	33	22	32	31	19	26	19	31	21	29	28	15
Labor force status:														
Unemployed (including family farm workers)	67	61	70	72	68	66	62	70	76	66	76	74	69	63
Reentrant to labor force	4	5	3	1	4	4	4	3	2	5	4	3	3	5
Underemployed	30	34	28	26	29	30	35	27	23	30	20	23	28	33
Duration of unemployment:														
Less than 5 weeks	28	34	24	39	33	24	21	26	29	23	34	29	25	15
5 - 14 weeks	24	29	22	22	27	25	18	23	29	18	25	25	23	20
15 - 26 weeks	16	16	16	11	17	16	17	19	20	18	16	20	18	22
27 - 52 weeks	18	14	21	14	14	20	26	14	13	15	11	12	14	18
Over 52 weeks	14	8	18	14	9	16	18	18	10	26	15	14	20	25
Gainfully employed 3 years or more	55	67	48	7	18	73	91	58	67	52	6	17	77	94
Head of family	64	69	62	22	44	79	72	64	70	59	19	47	77	72
3 or more dependents	25	29	22	1	4	38	22	26	34	20	2	4	42	20
Unemployment insurance claimant	6	9	4	1	2	8	8	11	18	6	1	8	12	18
Public assistance recipient	16	7	21	10	11	21	7	14	8	19	8	11	18	7
Handicapped	13	22	7	5	9	14	23	16	26	8	6	10	19	24
Eligible for allowance	79	76	81	84	81	76	83	81	88	75	82	84	79	80

[1] Less than 0.5 percent.

NOTE: Detail may not add to total due to rounding.

TABLE G-2. Occupational Categories of Training of Persons Referred to Institutional Training on an Individual Basis During Fiscal Years 1969 and 1968, by Sex and Color

Occupational category	Fiscal year 1969					Fiscal year 1968				
		Sex		Color			Sex		Color	
	Total	Male	Female	White	Negro and other races	Total	Male	Female	White	Negro and other races
Total reporting occupation	100	38	62	72	28	100	42	58	76	24
PERCENT OF TOTAL										
Professional, technical and managerial	26	23	28	27	23	27	22	30	25	32
Clerical and sales	37	13	51	36	39	33	11	49	32	36
Service	17	12	20	15	20	18	15	19	18	16
Farming, fishing, and forestry	(1)	1	(1)	(1)	(1)	(1)	1	(1)	(1)	0
Processing	(1)	(1)	(1)	(1)	--	(1)	1	(1)	(1)	(1)
Machine trades	8	20	(1)	8	5	9	22	(1)	11	6
Bench work	3	7	1	3	4	3	6	1	3	3
Structural occupations	8	21	(1)	8	8	8	19	1	9	6
Miscellaneous occupations	2	4	(1)	2	2	1	3	(1)	2	1

[1] Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

TABLE H-1. Selected Characteristics of Trainees Enrolled in MDTA Health Occupation Training Courses During Fiscal Year 1969, by Sex and Age

Characteristic	Total	Sex		Age at enrollment			
		Male	Female	Under 19	19-21	22-44	45 and over
Trainees enrolled	15,100	600	14,500	1,200	2,800	8,000	3,100
Percent	100	4	96	8	18	53	20
PERCENT OF TOTAL							
Education:							
Less than 8th grade	2	3	2	3	1	2	3
8th grade	4	4	4	6	3	4	6
9th - 11th grade	24	26	24	26	21	27	20
12th grade	55	57	55	65	69	54	43
Over 12th grade	15	10	15	1	6	14	29
Color:							
White	68	57	68	73	60	62	87
Negro and other races	32	43	32	27	40	38	13
Labor force status:							
Unemployed (including family farm workers)	64	60	64	75	71	61	58
Reentrant to labor force	8	3	8	3	2	8	15
Underemployed	29	37	28	22	28	31	27
Duration of unemployment:							
Less than 5 weeks	25	39	24	31	32	24	18
5 - 14 weeks	17	26	17	21	23	15	14
15 - 26 weeks	12	12	12	17	13	12	8
27 - 52 weeks	23	15	23	12	20	25	25
Over 52 weeks	23	8	24	19	12	24	35
Gainfully employed 3 years or more	57	65	57	5	13	69	86
Head of family	45	64	44	15	32	55	41
3 or more dependents	16	25	16	1	2	26	8
Unemployment insurance claimant	3	7	3	1	2	4	4
Public assistance recipient	12	7	12	8	9	17	4
Handicapped	4	15	4	3	4	4	5
Eligible for allowance	65	87	64	69	80	64	53

NOTE: Detail may not add to total due to rounding.

TABLE H-2. Trainees Enrolled in Institutional Health Occupation Training Courses During Fiscal Year 1969, by Occupational Goal, by Sex and Color

Occupational goal	Total	Sex		Color	
		Male	Female	White	Negro and other races
Total reports processed	15,100	600	14,500	10,300	4,800
Percent	100	4	96	68	32
PERCENT OF TOTAL					
Registered nurse, refresher	15	1	16	23	(1)
Medical and dental technologist	4	11	3	4	3
Licensed practical nurse and therapist	51	52	51	49	55
Nurse aide, orderly, hospital attendant	30	36	30	25	41

[1] Less than 0.5 percent.

NOTE: Detail may not add to total due to rounding.

U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 380-920